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ABSTRACT

The handbook lists services for children with special needs in the Boston public schools. The first part reviews relevant laws, including Massachusetts Chapter 766 and P.L. 94-142, the Education for All Handicapped Children Act. Two sections review the mandates of 766 for evaluation (including referral, parental notification, assessment, and individualized education program) and the appeals process. Among topics of parental involvement covered are parent and student rights, student records, advocacy, and parent councils. The organization of Massachusetts Department of Special Services is detailed, and the geographic location of nine districts is portrayed. A listing of such community resources as information and referral programs, legal aid services, and other state agencies is included along with telephone listings of State Department of Special Services and Boston public school offices. (CL)

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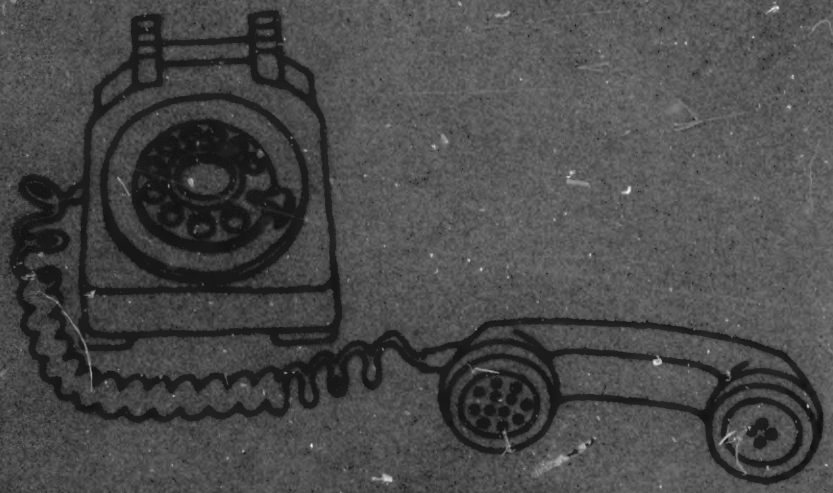
BOSTON PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES

CONNECTIONS



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A DIRECTORY OF SERVICES FOR CHILDREN WITH SPECIAL NEEDS IN THE BOSTON PUBLIC SCHOOLS

ABOUT THIS DIRECTORY

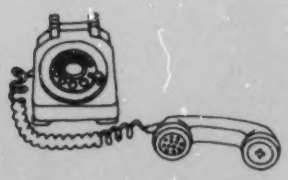
CONNECTIONS is a resource book which provides information about services, educational programs, and issues which affect children with special needs in Boston. This Directory is designed to be useful to Boston Public School personnel, parents of children with special needs, and professionals in community agencies. The combination of general information and program descriptions is designed to encourage parents and students to make their own connections to schools and other community resources, and to facilitate linkages between the Boston Public Schools and human service agencies.

CONNECTIONS was researched, written and published by the Department of Special Services in the Boston Public Schools and typeset through the use of equipment at the Prevocational Day School Program at the McKinley School. CONNECTIONS was co-sponsored by the Department of Special Services and two special needs parent groups; the Boston Direction Service of the Federation for Children with Special Needs, and the 766 Parent Education Resource Center of the City-Wide Educational Coalition.

HOW TO USE THIS DIRECTORY

CONNECTIONS is arranged in 7 sections, with a detailed table of contents and an alphabetical index. The sections are printed in different colors so that you can quickly find the information that you are looking for. If you are looking for specific information or a specific program description, use the alphabetical index at the end of this Directory.

CONNECTIONS is not the kind of book you can read from cover to cover. We suggest that you take some time to look through the book to get an idea of the kind of information which is included in each section. CONNECTIONS is designed to help answer a wide variety of questions related to special education services in the Boston Public Schools. We hope that you find it useful.

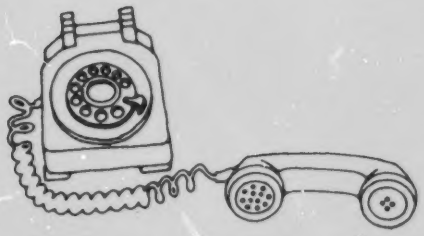


You will see this symbol many times throughout this Directory. We chose it to emphasize that a Directory can only give you information, telephone numbers and ideas — you have to make the connections yourself.

Paul Celuzza
Shelley Bakst Clayton
September 1979

CONNECTIONS

A DIRECTORY OF SERVICES
FOR CHILDREN WITH SPECIAL NEEDS
IN THE BOSTON PUBLIC SCHOOLS



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SCHOOL DOCUMENT NO. 1 - 1979

CONNECTIONS:

A DIRECTORY OF SERVICES FOR CHILDREN WITH SPECIAL NEEDS IN THE BOSTON PUBLIC SCHOOLS

A PUBLICATION OF THE
BOSTON PUBLIC SCHOOLS
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SCHOOL COMMITTEE OF THE CITY OF BOSTON

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City of Boston
In School Committee
Date: March 30, 1979

ORDERED, That the CONNECTIONS: Directory of Special Services and Programs in the Boston Public Schools, 1979, is hereby adopted and that 7,000 copies be printed as School Document No. 1 - 1979.

Attest:

EDWARD J. WINTER
Secretary

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF ASSOCIATE SUPERINTENDENT
THEODORE F. RIGGEN, PH.D.

October 1, 1978

Dear Community, Parents, and Colleagues:

It is with a great deal of pleasure that I welcome your attention to this Directory of Special Services and Programs.

The Boston Public Schools have for many years provided educational services to handicapped children. Indeed Boston has enjoyed some of the first programs of their kind in the country, the Horace Mann School for the Deaf being but one example. With the advent of Chapter 766 came new sensitivities, a new awareness, new responsibilities to children whose special needs had been served and to many more children whose special needs had gone unserved. Programs were developed. Fresh approaches were tried. Some directions failed and were stopped, others proved successful and have grown. In three short years the number of special needs students in Boston has risen from 6,300 to some 12,000, served in what has become a seemingly bewildering array of services and programs.

The Directory of Special Services and Programs is meant to be a guide to our services. It is meant to at once instruct and to aid the parent of a special needs child to better use the services at hand. It is meant to assist collaboration between community agencies and the Boston Public Schools by providing information on each of the major special needs programs in the Boston Public Schools. Finally, it is meant to serve the professional staff of the Boston Public Schools by providing a directory of our own services to assist in the program planning efforts for our special needs students.

Many people have helped collect and prepare the information contained in the Directory. Of particular note however, have been the unceasing efforts of editors Paul W. Celuzza and Shelley Bakst Clayton, the Boston Direction Service of The Federation For Children With Special Needs, and the 766 Parent Education Resource Center of The City-Wide Educational Coalition.

The purpose for all that follows is to help us all work more collectively and effectively in serving the special education needs of Boston students.

Sincerely,

THEODORE F. RIGGEN

Theodore F. Riggen, Ph.D.
Associate Superintendent
for Special Services

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- Boston Public Schools Call Guide

LAWS AFFECTING CHILDREN WITH SPECIAL NEEDS

1
CONNECTIONS
Boston Public Schools
September 1979

NOTES/QUESTIONS

CHAPTER 766

Chapter 766 was passed in July, 1972 by an act of the Massachusetts State Legislature. Chapter 766 guarantees that every Massachusetts student with special needs has the right to a free appropriate education designed to meet the individual student's special educational needs at public expense. A student with special needs is one who would have difficulties in a regular classroom situation, whose physical, emotional, or learning needs may require special services.

Chapter 766 contains the following important provisions:

- **Right to an evaluation** - Every child from 3 through 21 years of age in Massachusetts who does not have a high school diploma and who is suspected of having special educational needs has the right to an evaluation from the local school system.
- **Right to an Individual Educational Plan** - Every child who is found to have special educational needs has the right to the development of an Individual Educational Plan which must be implemented. The law provides for nearly a dozen types of educational programs, called **program prototypes**, but states that each child must receive a program tailored to his or her particular needs.
- **Early identification of special needs** - Annual screening programs for entering kindergarten students and 3 and 4 year old children must be offered by the local school system in order to provide early identification and intervention for children with special needs.
- **Mainstreaming** - Children must be integrated into the appropriate regular school programs to the maximum extent possible, and may no longer be "labelled" according to their special needs or disability/handicapping condition.
- **Parental involvement** - Parents or guardians, as well as students above the age of 14, must be involved in all decisions made during the 766 Evaluation process. The law specifies the procedures to be followed if the parent or the student disagrees with the proposed educational plan.
- **Progress reports** - Quarterly progress reports must be sent to the parents or guardians based upon the goals and objectives of the educational plan. By law, a new educational plan must be written at least every year.

PUBLIC LAW 94-142
The Education for All Handicapped Children Act

Public Law 94-142, the Education for All Handicapped Children Act, is legislation passed by the United States Congress and signed into law by President Gerald R. Ford on November 29, 1975. The "94" indicates that this law was passed by the 94th session of Congress. The "142" indicates that this law was the 142nd law passed by that session of the Congress to be signed into law by the President.

Public Law 94-142 requires that the states and local school systems receiving funds under this Act must make available a free appropriate education for all handicapped children between the ages of 3 and 18 not later than September 1, 1978, and for all handicapped children between the ages of 3 and 21 not later than September 1, 1980.

To help states and local school districts provide these services, Public Law 94-142 establishes a major program of Federal financial assistance. Federal assistance under Public Law 94-142 flows to the state, which then allocates funds to the local school systems using a formula based on the number of handicapped children aged 3 to 21 who are actually receiving special education services. The Federal funds that flow to the local school systems under Public Law 94-142 can only be used to increase services to meet the requirements of the Act.

In order to receive Federal Assistance under Public Law 94-142, the states and local school systems must show that there are policies and procedures in effect which ensure that all handicapped children in the state have the right to a free appropriate education. Since the provisions of Public Law 94-142 are very similar to the provisions of Chapter 766, only minor adjustments to the Chapter 766 procedures are necessary for Massachusetts to qualify for the maximum share of Federal assistance. Other states which do not have such procedures in place must meet strict deadlines and develop new programs and procedures in order to be eligible for Federal funds.

A key concept of Public Law 94-142 is that of related services. The Act defines related services as;

> ***. . . transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.***

The following requirements and concepts are common to both Chapter 766 and Public Law 94-142:

- All handicapped children must be identified, located, and evaluated.
- Special education services must be provided in comformity with an "individualized educational program" which is developed and written for each child. Each "individualized educational program" must be implemented without cost to the parents.
- Parents must be afforded procedural safeguards, such as notice of meetings, access to records, the right to have the child independently evaluated, and the right to a hearing if they dispute the child's educational program.
- Testing and evaluation procedures must be non-discriminatory. This means that wherever possible, the child's native language must be used in the testing and evaluation process.
- Children must be placed in the "least restrictive" educational setting which meets their special needs. This means that to the greatest extent possible, children with special needs should be educated with children who do not have special needs.
- Procedures must be established to protect the confidentiality of data and information.

SECTION 504 The Rehabilitation Act of 1973

Section 504 is a Federal Civil Rights provision which was passed in 1973 to give handicapped people of all ages some of the protections that the Civil Rights Acts had earlier provided for minorities and women. While Section 504 has far-reaching effects in the provision of educational services for children and adults, it extends beyond education into such areas as employment, public transportation, and access to public buildings.

Section 504 assists handicapped people in two important ways:

1) by making it **unlawful to discriminate on the basis of an actual or alleged handicap** which is not relevant to the individual's ability to perform a certain job or task, and

2) by requiring in certain situations some degree of **equalizing accomodation,** such as ramps or elevators to provide access, in order to compensate for a disability which would otherwise make the individual "unqualified".

One of the main objectives of Section 504 is to insure program accessibility for handicapped children in both regular and special education programs in public schools. Section 504 **does not** order totally architecturally barrier-free school facilities. Section 504 does order full program accessibility. All new facilities must be constructed to be readily accessible and usable from a program perspective by all handicapped children.

Since Section 504 is a Civil Rights law, there are no Federal funds available through Section 504 as there are through Public Law 94-142. The reason why Section 504 is so important for handicapped people of all ages is that it applies to any program or activity which receives Federal assistance of any kind. Any handicapped person who feels that his/her rights have been denied by an agency or program covered by Section 504 can file a suit in Federal court at a cost of about thirty dollars.

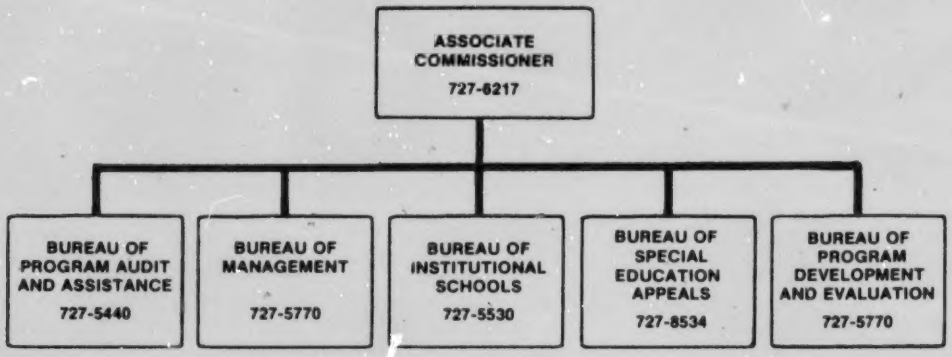
1. THE STATE LEVEL:

The Division of Special Education
The State Advisory Commission
The Statewide Special Education Projects

The **Division of Special Education** of the Massachusetts Department of Education is responsible for administering services related to Chapter 766 and Public Law 94-142 across the Commonwealth. Under these laws, the Division of Special Education has the responsibility for setting up guidelines and regulations to insure that local school systems are providing the full range of services and programs required by law. The Division of Special Education also administers the funding process, and has the power to recommend to the Board of Education that state money be withheld from any school district which does not comply with the regulations. The Division has the responsibility to receive and investigate all complaints regarding special education, and to hold hearings on behalf of children requiring special education services.

The **State Advisory Commission for Special Education (SAC),** comprised of representatives from each of the Regional Advisory Councils across the state, reports yearly on all special education services in the state, and makes recommendations for improvements to the Department of Education. These reports are based on testimony at public hearings and from records of parent complaints and suggestions which are forwarded from the Regional Advisory Councils. The State Advisory Commission also reviews the findings of the Bureau of Special Education Appeals when parents are unsatisfied with the decision of the Hearing Officer in a formal hearing.

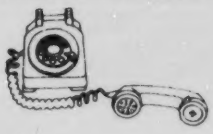
ORGANIZATIONAL CHART
THE DIVISION OF SPECIAL EDUCATION



There are several **Statewide Special Education Projects** which have been established to assist local school systems to comply with the regulations of Chapter 766 and Public Law 94-142. These projects are available to provide inservice training, coordination, and information dissemination activities to school systems, and can be useful sources of information for parents and community workers as well as teachers and other school personnel. The following is a brief description of the projects which are currently funded to provide services for the 1978-79 school year. Since funding varys so much from year to year, and since most of these projects are short-term in nature, it is impossible to specify what services will be offered in the future.

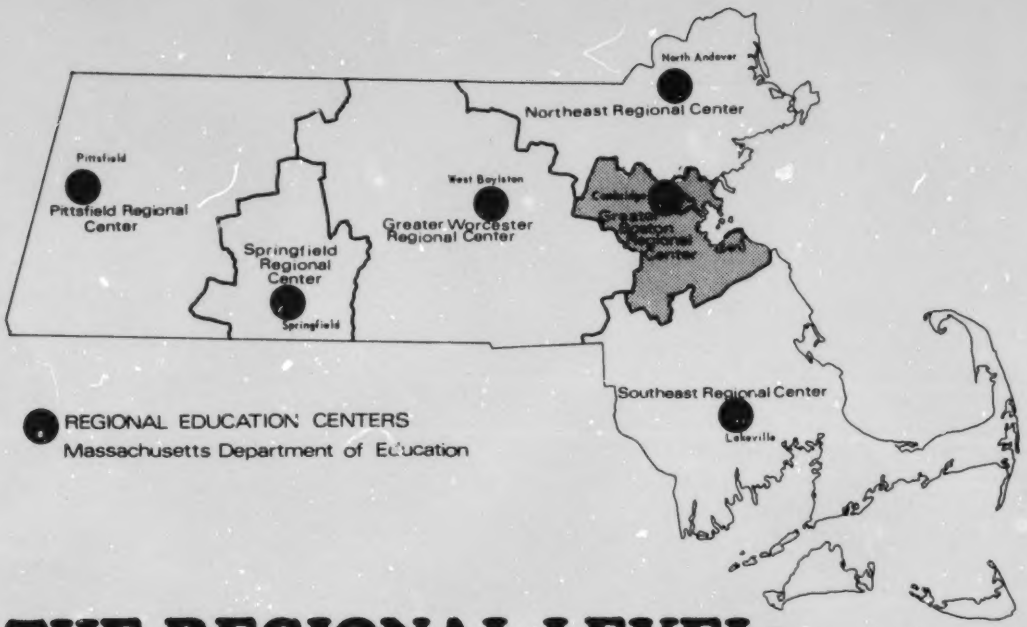
- **The Special Education Appeals Urban Information Project** works directly with parent and community groups to insure that parents are aware of their appeal rights and responsibilities under Chapter 766 and Public Law 94-142. Information activities include a variety of workshops and translations of materials concerning the two laws into Spanish.
- **The Statewide Programs for Priority Populations Project** assists local school systems to provide services to populations of children and youth in county houses of correction, Department of Youth Services facilities, and Department of Mental Health regional adolescent programs and state hospitals.
- **The Evaluation Team Liaison Project** works with the Bureau of Institutional Schools in assisting local school districts in the delivery of appropriate educational services to institutionalized children, and the facilitation of appropriate placements within the community.
- **The Bilingual Special Education Planning Project** offers technical assistance for the delivery of special education services to language minority students with special needs.
- **The Early Childhood Project** is working to assist local school systems in their efforts to serve very young children with special needs. The Project publishes a newsletter and a Screening Booklet, and provides workshops and inservice training on a variety of early childhood issues.
- **The Comprehensive Secondary School Planning Project** assists local school systems in the development and coordination of special education services on the secondary school level.
- **The Boston Project** provides technical assistance to the Boston Public School's Department of Special Services to provide services mandated by Chapter 766 and Public Law 94-142.
- **The Low-Incidence Disabilities Project** provides technical assistance to schools for the delivery of services to children with low-incidence disabilities such as vision or hearing impairments, and multiple handicaps.
- **The Educational Programs for the Hearing Impaired Project** coordinates statewide programs for the hearing impaired, and offers technical assistance on the regional level.
- **The Special Education Manpower Project** coordinates the planning and development of personnel and training programs, and assists in the development of training programs and training materials.
- **The Interagency/Intergovernmental Planning Project** coordinates planning with other state human service agencies, and assists local school systems in obtaining needed services and other entitlements from agencies at both the state and federal levels.

FOR MORE INFORMATION . . .



For more information about any of the Statewide Special Education Projects, contact the appropriate Project Director

STATEWIDE SPECIAL EDUCATION PROJECTS **727-5770**
31 St. James Avenue
Boston, Massachusetts 02116



2. THE REGIONAL LEVEL:

The Greater Boston Regional Education Center
The Regional Advisory Council (RAC)
The Regional Review Board

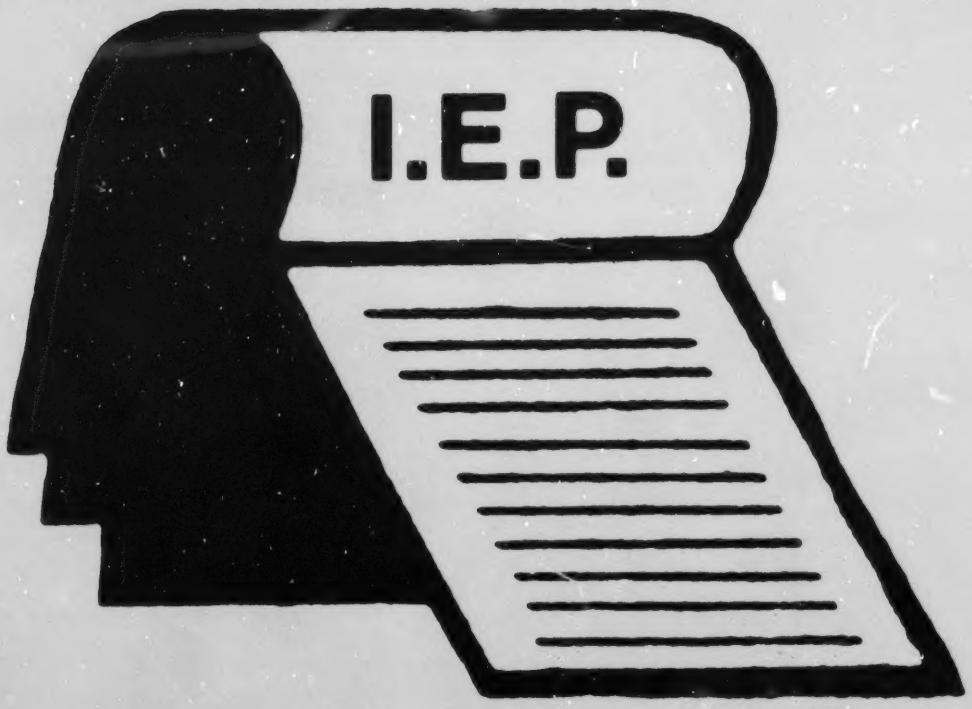
In an effort to bring services closer to the local level, and to improve communication with local school systems, the Department of Education has established six **Regional Education Centers** across the state. Each of these Regional Centers is staffed by a center coordinator and program specialists representing the areas of curriculum services, student services, adult education, bilingual education, equal educational opportunity, occupational education, institutional schools, school building assistance, school management services, and special education. The Regional Center serving the city of Boston is:

The Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
547-7472

The regional centers are responsibile for reviewing project grant proposals, providing technical assistance and inservice training to local school systems, monitoring local educational programs supported by state or federal funds, and information dissemination. The regional center is especially important in the delivery of special education services, because it is the primary monitor of Chapter 766 compliance and the appeals process. The Regional Representative of the Bureau of Special Education Appeals, who acts as a mediator between the school system and parents who are not satisfied with an Individual Educational Plan, is based at the Regional Center, and formal hearings are usually held there.

The **Regional Advisory Council (RAC)** in each region is responsible for evaluating the special education programs in the region, and for reviewing complaints and suggestions from schools and parents. The Regional Advisory Council forwards all complaints and suggestions for improving services to the State Advisory Commission (SAC). The Regional Advisory Council is made up of 16 members, at least eight of whom must be parents of children who are enrolled in special education programs.

The **Regional Review Team** at the Boston Regional Education Center is responsible for reviewing and approving all proposed placements for private day schools (program prototype 502.5), and residential programs (program prototype 502.6).



THE 766 EVALUATION PROCESS

9
CONNECTIONS
Boston Public Schools
September 1979

THE 766 EVALUATION PROCESS FLOW CHART

NOTIFICATION OF PARENTS

The 766 Evaluation Team Leader (E.T.L.) notifies the parents that the referral has been made. The E.T.L. provides information about the **766 Evaluation Team** which consists of the E.T.L., the parents, and several educational and health professionals from the school. The team members evaluate the student's special needs and develop an **Individual Educational Plan (I.E.P.).**

WITHIN 5 DAYS OF THE REFERRAL

THE PRE-REFERRAL PERIOD

All possible regular educational services are used before a referral is made for a 766 Evaluation.

SCREENING PROGRAM

A Screening Program for 3 and 4 year olds identifies a child who may have special needs.

OFFERED YEARLY

THE REFERRAL

A parent or guardian may make a direct referral to the 766 Evaluation Team Leader at the school,

or

Any person having a special interest in a child may make a referral for a 766 Evaluation, including a teacher or administrator at the school, a family physician, social worker, or court officer. A person who thinks that a student may have special needs, must contact the 766 Evaluation Team Leader (E.T.L.) at the school to start the referral process.

AT ANY TIME

THE ASSESSMENT AND PLANNING PERIOD

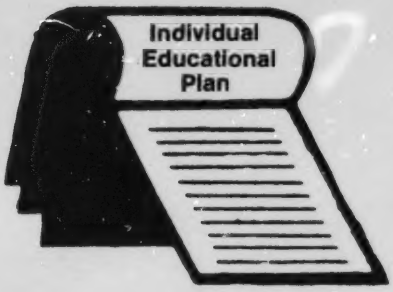
- Parents can request a **Pre-Evaluation Meeting** with the 766 Evaluation Team Leader to discuss problems and ask questions about the 766 Evaluation Process.
- The 766 Team Leader will recommend either an **Intermediate 766 Evaluation** or a **Full 766 Evaluation**. The parents have the right to request a Full Evaluation even if an Intermediate Evaluation is recommended.
- Parental approval is required in writing before assessments can be made.
- In a Full 766 Evaluation, the following assessments are conducted by the 766 Evaluation Team:
  - EDUCATIONAL HISTORY
  - SOCIAL ASSESSMENT
  - SCHOOL PERFORMANCE
  - MEDICAL EXAMINATION
  - PSYCHOLOGICAL ASSESSMENT
  - OTHER SPECIAL ASSESSMENTS with parental consent

WITHIN 30 WORKING DAYS OF THE REFERRAL

THE 766 EVALUATION CONFERENCE

Once all the assessments have been completed, the 766 Evaluation Team, which includes the parents, will evaluate the results and decide if the student has special needs the regular classroom teacher cannot meet.

If the student has special needs, the 766 Evaluation Team will develop an Individual Educational Plan which is designed to meet the educational needs of the student.



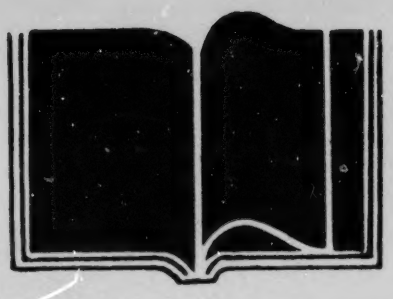
PARENTAL DECISION

The parent will be sent a written notice containing an explanation of the results of the 766 Evaluation and a copy of the Individual Educational Plan.

WITHIN 10 DAYS AFTER THE EVALUATION MEETING

The parent has the right to meet with the 766 Team Leader to discuss the following options:

- **ACCEPT THE PLAN** — If the Educational Plan is accepted, the parents will be asked to sign the Plan, and it will be implemented immediately.
- **ARRANGE FOR AN INDEPENDENT EVALUATION** — If the parents disagree with the school's assessment, they can ask for an additional equivalent evaluation at the school's expense at a state-approved facility, or at a facility of their own choice at their own expense. The independent evaluation must be completed within 30 days.
- **REJECT THE PLAN** — If the parent does not accept the Educational Plan or the results of the evaluation, the **appeals process** will begin (see the flow chart of the appeals process on page 34) Parents must sign the plan, and check off the box which states "I DO NOT APPROVE".



CHAPTER 766

Chapter 766 was passed in July, 1972 by an act of the Massachusetts State Legislature. Chapter 766 guarantees that every Massachusetts student with special needs has the right to a free appropriate education designed to meet the individual student's special educational needs at public expense. A student with special needs is one who would have difficulties in a regular classroom situation, whose physical, emotional, or learning needs may require special services.

Chapter 766 contains the following important provisions:

- **Right to an evaluation** - Every child from 3 through 21 years of age in Massachusetts who does not have a high school diploma and who is suspected of having special educational needs has the right to an evaluation from the local school system.
- **Right to an Individual Educational Plan** - Every child who is found to have special educational needs has the right to the development of an Individual Educational Plan which must be implemented. The law provides for nearly a dozen types of educational programs, called **program prototypes**, but states that each child must receive a program tailored to his or her particular needs.
- **Early identification of special needs** - Annual screening programs for entering kindergarten students and 3 and 4 year old children must be offered by the local school system in order to provide early identification and intervention for children with special needs.
- **Mainstreaming** - Children must be integrated into the appropriate regular school programs to the maximum extent possible, and may no longer be "labelled" according to their special needs or disability/handicapping condition.
- **Parental involvement** - Parents or guardians, as well as students above the age of 14, must be involved in all decisions made during the 766 Evaluation process. The law specifies the procedures to be followed if the parent or the student disagrees with the proposed educational plan.
- **Progress reports** - Quarterly progress reports must be sent to the parents or guardians based upon the goals and objectives of the educational plan. By law, a new educational plan must be written at least every year.

THE PRE-REFERRAL PERIOD

(A Regular Education Process)

Under the Chapter 766 Regulations, *all regular educational programs and services must be used before a student is eligible for special education services*, unless the parent makes a referral for an evaluation. The major purpose of the Pre-Referral Period is to make sure that the student who is having a problem in school will receive needed services as quickly and efficiently as possible before the problem becomes so serious that the student needs special education services.

The Pre-Referral Period is identified as that time when a student begins to have problems in the regular classroom. Lack of academic progress is the most frequent signal that a problem exists. However, there are times when the student is progressing well in the classroom but may have other problems that are less obvious. The student's parents, teachers, and other professionals at the school should be aware of such indicators as a danger of non-promotion, absence from school, and prolonged illness which is followed by a change in the student's grades.

During the Pre-Referral Period various school professionals, the student's parents, and the regular classroom teacher work together to try to provide the help that the student needs within the regular classroom. All services and modifications are documented for the possible referral of the student for a Full 766 Evaluation.

Some of the **supplementary regular education programs and services** which are available for students who need additional help include:

- seating change
- change of teacher
- routine vision and hearing screening
- remedial reading programs
- individualization of instruction
- peer tutoring
- school volunteers
- parental contacts and supports
- behavior management
- student/teacher conferences
- guidance services
- school psychologist
- Title I Programs
- ESAA Programs
- 636 Programs
- cross academic tutoring
- utilization of specialists
  - music
  - art
  - home economics
  - team teaching
  - shop programs
  - special education teachers

For more information about these program options, talk with the classroom teacher, the school principal, or the guidance counselor at your school.

THE EARLY CHILDHOOD SCREENING PROGRAM

The Boston Public Schools conducts an **Early Childhood Screening Program** for 3 and 4 year old children and children entering kindergarten. Parents may take advantage of this service if they feel it is possible that their child has a substantial disability of any kind.

Screening is a process which is designed to identify children who may need further tests to find out if they have special needs. The screening program surveys a child's functioning in such areas as;

- physical health
- vision and hearing
- language development
- perceptual-motor development
- social development
- learning style

If the screening shows that a more comprehensive evaluation would be helpful for the child, the parent or school personnel may refer the child for an Intermediate or a Full 766 Evaluation. If the screening program does not indicate the need for a referral, a parent still has the right to request a 766 Evaluation.

For more information about the Early Childhood Screening Program in the Boston Public Schools, please refer to page 76 of this Directory.

REFERRAL

Any school-aged child (3 through 21 years) who is having difficulty in school can be referred for a 766 Evaluation at any time by a parent or person having custody of the child, or by a school official, a teacher, a court officer, a social worker, or a family physician. A child who wishes to be referred for a 766 Evaluation, or anyone having a special interest in a child, may request one of these persons to make a referral.

The 766 Evaluation process begins when one of the persons listed above obtains a **Special Needs Evaluation Referral Form** from the school principal or the 766 Evaluation Team Leader at the school. The completed form should be returned to the 766 Team Leader in the school who will determine if the student needs a Full or an Intermediate 766 Evaluation.

The school principal or headmaster will determine whether a referral should be made under Chapter 766 if any of the following conditions exist:

CONDITION

1. A student who at mid-year is at serious risk of non-promotion or who is failing in two or more non-elective subjects.
2. A student who fails to be promoted at the end of the school year.
3. A student who has been suspended for more than 5 school days in any quarter or excluded from school.
4. A student who has been absent without a medical excuse for more than 15 days in any quarter.
5. A student who has been committed to, referred to, or detained by the Department of Youth Services (DYS) and who is presently under their jurisdiction.
6. A student who demonstrates a change in alertness, learning, or behavior within two weeks after returning to school after illness.
7. A new student to the Boston Public Schools who has been receiving special education services in another school system.
8. All students aged 16 through 21 who have left or are about to leave school without a high school diploma must be advised of their rights under Chapter 766 and of all program options available to them. These efforts must be documented.

THE NOTIFICATION LETTER

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Date _____ (1)

BOSTON PUBLIC SCHOOLS
SPECIAL SERVICES

Dear _____

Your son/daughter _____ has been referred by _____ (2)

_____ for a 766 Evaluation.

(3) The evaluation is paid for by the City of Boston and it will help us find out how to best assist your child's progress in school.

If the evaluation shows that your child has individual needs for a special service, a suitable educational plan will be designed. You should be aware that two types of evaluation are possible depending on the number and complexity of your child's needs.

(4) **A Full Evaluation** consists of the following elements:

a. An educational assessment of your child's school history, progress, and current standing.

b. A health assessment.

c. A psychological assessment based on your child's developmental history, and an evaluation of present personal and interpersonal functioning.

d. A social assessment, which may include pertinent family history, behavior in the neighborhood, and, with your permission, a home visit.

e. Other assessments as necessary.

(5) **An Intermediate Evaluation,** consisting of a lesser number of assessments may be agreed to as being better suited to your child's needs.

(6) In the opinion of those of us at the school who work most closely with your child, a(n) _____ Evaluation consisting of the following assessments

_____ (7)

would be most appropriate at this time. If you feel that a Full Evaluation is needed, it is your right to have it.

(8) **In order to begin these assessments the school needs your written permission. You can withdraw this permission at a later time should you wish. However, we will begin the assessment upon receipt of your permission. A permission letter is attached for your signature. Please return this to me as soon as possible in the envelope also attached.**

(9) I will call you _____ to discuss the process further. If you will not be at home to receive my call, please call me at _____ and we can arrange a mutually convenient time to meet and discuss the assessment process.

As you know, it is our desire to provide the best learning situation for your child. This may best be done with your participation.

(10) During the evaluation process your child should remain in his/her present program. If your child is not in any education program now, he/she will be placed, with your agreement, in a temporary program until the evaluation is finished.

(11) For your information the steps in the Evaluation are attached to this letter. The evaluation including a recommendation of a suitable educational plan will be completed no later than (30) thirty working days after this notice. The educational plan

(12) will be completed by _____

Sincerely,

_____
Evaluation Team Leader

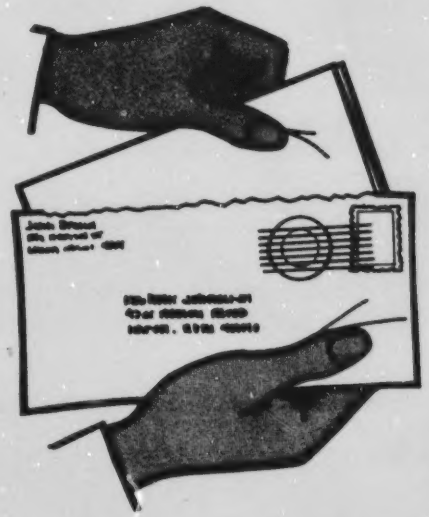
(13) School _____

Telephone _____

NOTIFICATION OF PARENTS

Within 5 days after accepting a referral, the 766 Evaluation Team Leader will notify the parents that a referral has been made. The notice will be written in the language which is spoken in the home. A copy of the written notice is also sent to students who are 18 years of age or older.

The numbers on the facing page indicate the important information which is included in the notification letter:



1. Date of notification.
2. Name of the person making the referral.
3. The evaluation is paid for by the City of Boston.
4. Explanation of a Full Evaluation.
5. Explanation of an Intermediate Evaluation.
6. The type of Evaluation recommended by the 766 Evaluation Team.
7. Parental right to a Full Evaluation.
8. Parental permission in writing to the 766 Evaluation Team Leader is required before the process may begin.
9. Follow up arrangements.
10. Interim educational plans for the student.
11. Explanation of the steps involved in the 766 Evaluation Process is sent with this letter.
12. Date of completion of the Individual Educational Plan (I.E.P.).
13. Name, address, and telephone number of the 766 Evaluation Team Leader.

PARENT INFORMATION GUIDE

- **When the 766 Evaluation Team Leader (E.T.L.) informs you that a referral has been made, be sure to ask . . .**

  - ☐ Who made the referral?
  - ☐ Why was the referral made?
  - ☐ How long has the problem existed?
  - ☐ What previous attempts have been made to solve the problem? (curriculum approach, classroom, change of teacher)
  - ☐ Why were these attempts unsuccessful?
  - ☐ Who was involved in trying to solve the problem?
  - ☐ Has the problem been discussed with the student?
  - ☐ Who has discussed the problem with the student, and what were the results of the discussion?
  - ☐ What advocacy resources are available to help parents and students through the 766 Evaluation process?
  - ☐ What will happen next?

THE ASSESSMENT AND PLANNING PERIOD

Assessments are evaluations or tests which help determine a student's strengths and special needs. The Assessment and Planning Period begins when the 766 Evaluation Team Leader determines that the student's educational problems cannot be solved within regular school programs and services. Once the Team Leader has decided to accept the referral and has notified the parents, the next step is to decide whether an Intermediate or a Full 766 Evaluation is best for the child. Parental approval is needed in writing before any assessments can be made.

Parents may request a **Pre-Evaluation Meeting** with the 766 Evaluation Team Leader to talk about the reasons for the referral, and about the evaluation process. Students 14 years of age or older have the right to be involved in this meeting. The meeting should be held at a time which is convenient for the parents. As in all meetings in the evaluation process, parents may bring advocates or friends to the meeting.

The student should remain in the present classroom situation - a regular classroom, a special class, or a home program - during the evaluation process. If the student is not in an educational program, he or she will be placed in a temporary program until the evaluation is finished.

PARENT INFORMATION GUIDE

- **When talking to school personnel about evaluations and assessments, be sure to understand . . .**
  - ☐ What does the word **assessment** mean?
  - ☐ Who will conduct the assessments?
  - ☐ What is done during the assessments
  - ☐ How long will the assessments take?
  - ☐ Why are certain tests given and not others?
  - ☐ How can I help to prepare my child for the assessments?
  - ☐ What is the best way to explain the tests to my child?
  - ☐ How will appointments for tests be made?
  - ☐ What can I do if I do not want certain tests to be administered?
  - ☐ What can I do if I want additional tests to be given?
  - ☐ What can I do if I disagree with the test results?
  - ☐ What methods other than testing will be used in the evaluation process
  - ☐ Why will they be used?
  - ☐ What happens if I disagree with these methods?
  - ☐ Who will pay for the tests?
  - ☐ Can Medicaid or health insurance be used to pay for the tests?

INTERMEDIATE/FULL 766 EVALUATION

One of the important issues discussed at the Pre-Evaluation Meeting is whether an Intermediate or a Full 766 Evaluation should be conducted. An **Intermediate Evaluation** is usually recommended when the Team Leader and the person making the referral feel a limited number of assessments would be enough to design a program to fit the student's needs. A **Full 766 Evaluation** is more comprehensive than the Intermediate Evaluation, and is recommended when the student's problems are thought to be more serious or in need of intensive assessment.

A Full Evaluation is made up of five parts:

- **Educational History**
  The child's present teacher or someone from the school will send a report to the 766 Evaluation Team about the types of programs and special services the student has received and what the student's response has been.
- **Psychological Assessment**
  A psychologist may test and observe the student in several areas to find out what the student can do and how he or she learns best.
- **School Performance**
  The student's teachers will fill out progress reports showing how the student is doing in a variety of subjects.
- **Medical Examination**
  A complete medical examination will be conducted by the student's own doctor or by the school physician.
- **Social Assessment**
  A school nurse, social worker, or counselor will meet the parents to find out how the student gets along at home and in the neighborhood. This interview can be done in the home if the parents give written permission.

Not every child should have a Full 766 Evaluation. If the child needs to be evaluated in some but not all of the five areas listed below, an Intermediate Evaluation will be recommended. Parents have the right to request a Full 766 Evaluation instead of an Intermediate Evaluation. Parents can also request a Full Evaluation after an Intermediate Evaluation has been conducted if they think that a Full Evaluation would be best for their child.

PARENT INFORMATION GUIDE

- **When discussing Intermediate and Full 766 Evaluations, ask the 766 Evaluation Team Leader to explain . . .**
  - ☐ What is an **Intermediate Evaluation**?
  - ☐ What is a **Full Evaluation**?
  - ☐ Which one is recommended for my child?
  - ☐ Why is it recommended?
  - ☐ What is the procedure for requesting a Full 766 Evaluation?
  - ☐ What can I do if I do not think that an evaluation is necessary?

THE 766 EVALUATION TEAM

The purpose of the 766 Evaluation Team is to conduct the assessments and tests required for the evaluation, and to determine whether or not the student has special needs. If special needs are found, the 766 Evaluation Team will develop an Individual Educational Plan designed to meet the student's specific needs.

The 766 Evaluation Team may include the following people:

- **The 766 Evaluation Team Leader** is an essential person in the evaluation process. The Team Leader arranges for the needed assessments and sets dates when the assessments are due. It is the responsibility of the Team Leader to make sure that all the assessments are completed in time for the 766 Evaluation Meeting. The Team Leader informs the parents of their rights and obtains parental signatures for consent forms and other documents needed for the evaluation. As the main link between the school and the parents, the Team Leader is available to provide information or to answer questions at any time during regular school hours. There is at least one 766 Evaluation Team Leader assigned to each school in the Boston Public Schools. Refer to the listings in the School District Maps section to find out the name and telephone number of the 766 Team Leader in your school.

- **The parent or guardian** is an important member of the 766 Evaluation Team. The parent must be involved in all decisions related to the evaluation, educational program, and placement of the child, and is encouraged to participate in all discussions. Parents also have the right to bring **translators, advocates, or friends** with them to any meeting in the 766 Evaluation process.

- **Students who are 14 through 21 years old** will be notified of their rights by the 766 Evaluation Team Leader. Students 14 through 21 have the right to attend any meetings where their educational plan is being written. Students under the age of 14 may attend meetings with the permission of the 766 Evaluation Team and their parents.

- **A school nurse, guidance counselor,** or **pupil adjustment counselor** will meet with the parents to gather information for the Social Assessment.

- **The classroom teachers** may provide information about the student's classroom performance in the Educational Assessment.

- **A school psychologist** may conduct tests and gather information for the Psychological Assessment.

- **A physician, medical doctor, or nurse** may conduct a physical examination and the school nurse may review the child's health records for the Medical Assessment.

- **A Speech and Language Specialist** may gather information and conduct tests if a Speech and Language Assessment is required.

- **Other specialists,** such as a neurologist, a vocational counselor, or an adapted physical education specialist, may be suggested by any member of the 766 Evaluation Team with the parent's consent.

- **Other professionals** who have been working with the child in some way outside the schools may also be asked to join the Evaluation Team with parental consent.

THE 766 EVALUATION CONFERENCE

The 766 Evaluation Conference takes place after all the observations and assessments have been completed. Under the 766 Regulations, the 766 Evaluation Conference must take place no later than 30 school working days after the referral notice is sent to the parents. The purpose of the 766 Evaluation Conference is to decide whether or not the student has special needs, and to begin to develop the Individual Educational Plan if the student is found to have special needs. Whenever possible, the Evaluation Team Leader (E.T.L.) will schedule the Evaluation Conference at least seven school days in advance at a time and place which is convenient for all participants. As in all meetings in the 766 Evaluation Process, parents may bring an advocate, specialists, or a lawyer with them to the meeting. The schools are responsible for providing translators for parents of limited English-speaking ability. Translation services should be requested as soon as possible so that arrangements can be made.

The following agenda shows what happens at a typical 766 Evaluation Conference:

1. **Introduction and identification of all persons present at the meeting.** It is important that all persons who have done assessments attend the meeting,and that they have written copies of the assessments that have already been presented to the Evaluation Team Leader.
2. **Review of the reason for the referral** and the efforts to maintain the student in the regular education program.
3. **Presentation and discussion of the results of the various assessments.**
4. **After presentation of the results of the assessments,** the Evaluation Team will determine whether the student has special needs which cannot be met in a regular education program.
5. **If the Evaluation Team decides that special needs exist,** the members of the Evaluation Team will identify the specific special needs and suggest possible solutions.

It is the responsibility of the 766 Evaluation Team Leader to write and complete the Individual Educational Plan based on the results of the assessments and suggestions which are presented at the Evaluation Meeting. If the Evaluation Team feels that further assessments are needed, the Team Leader makes sure that they are scheduled before any further work is done on the Educational Plan.

The Individual Educational Plan should be written to meet the specific needs of the student. The Chapter 766 Regulations specify the **program prototypes**, or program options available to local school systems, to provide guidelines for the placement of the student into a specific program.

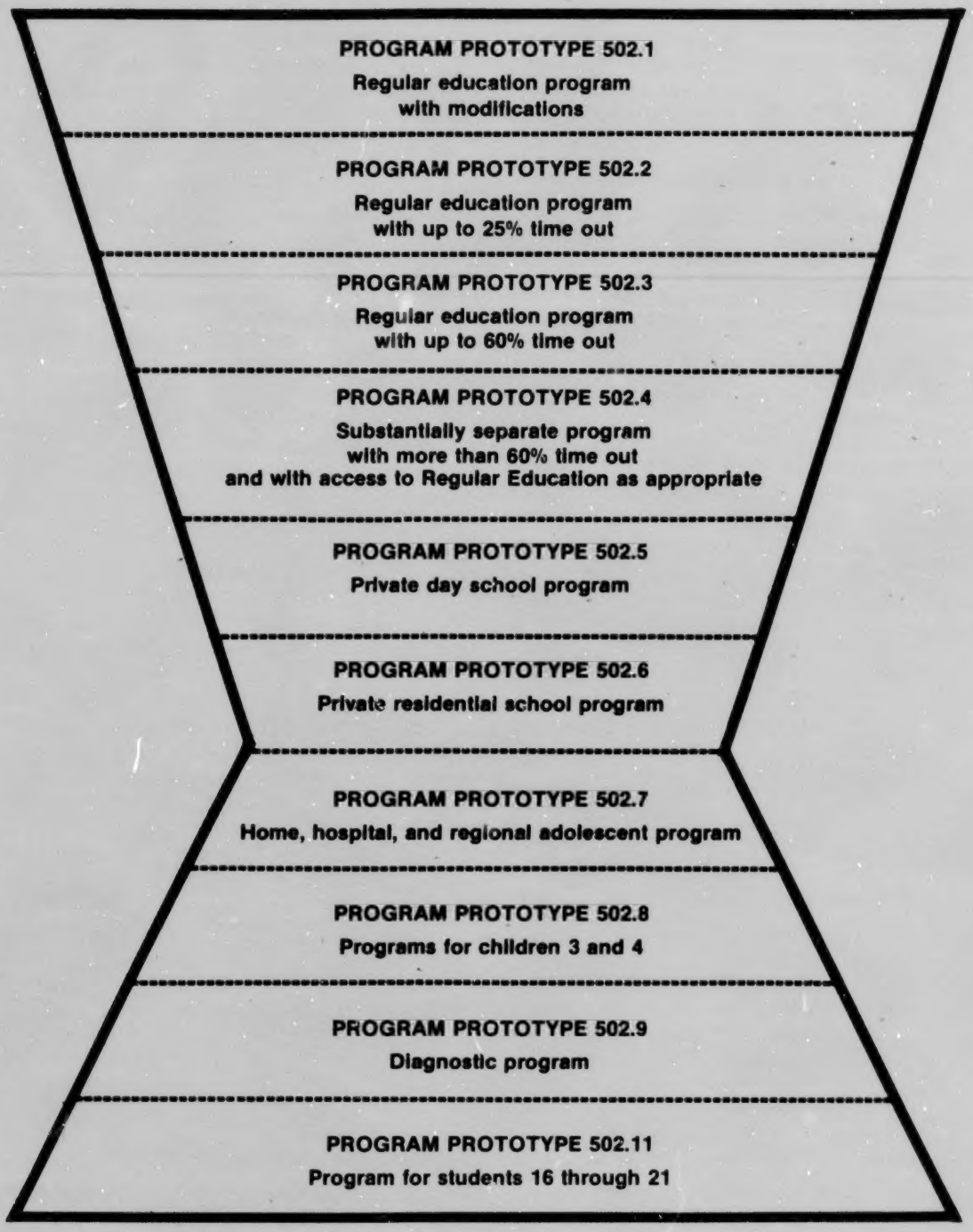
The Evaluation Team may decide that the student does not have any special needs. If this is the case, the student will remain in the regular school program. Suggestions may be made to the appropriate people to improve the conditions which prompted the referral.

The parent has the right to appeal all decisions of the Evaluation Team to the Bureau of Special Education Appeals. **For more information** on the appeals process, please refer to the Appeals Section of this Directory.

PARENT INFORMATION GUIDE

- **At the 766 Evaluation meeting, you will want to know . . .**
  - ☐ Who is at the meeting and why?
  - ☐ How much time did each member spend observing or testing my child?
  - ☐ What were the results of the tests?
  - ☐ What is the degree of confidence in the test results and why?
  - ☐ What is the **Individual Educational Plan (I.E.P.)**?
  - ☐ What are the required parts of the I.E.P.?
  - ☐ How can I exercise my right to disagree and/or not approve the I.E.P.?
  - ☐ Who is going to make sure that the I.E.P. is implemented?
  - ☐ When will the **Quarterly Progress Reports** be given?
  - ☐ When will the **10 month** and **Annual Review** take place?
  - ☐ How may I observe my child in the classroom?

PROGRAM PROTOTYPES CHART*


PROGRAM PROTOTYPE 502.1
Regular education program with modifications
PROGRAM PROTOTYPE 502.2
Regular education program with up to 25% time out
PROGRAM PROTOTYPE 502.3
Regular education program with up to 60% time out
PROGRAM PROTOTYPE 502.4
Substantially separate program with more than 60% time out and with access to Regular Education as appropriate
PROGRAM PROTOTYPE 502.5
Private day school program
PROGRAM PROTOTYPE 502.6
Private residential school program
PROGRAM PROTOTYPE 502.7
Home, hospital, and regional adolescent program
PROGRAM PROTOTYPE 502.8
Programs for children 3 and 4
PROGRAM PROTOTYPE 502.9
Diagnostic program
PROGRAM PROTOTYPE 502.11
Program for students 16 through 21

* Adapted from Deno's Cascade

PROGRAM PROTOTYPES

Program prototypes are the options which are available to the 766 Evaluation Team in the design of the Individual Educational Plan according to the guidelines in Chapter 766. Since the goal of Chapter 766 is to maintain the student with special needs within the mainstream of regular education, the **least restrictive alternative**, or program closest to the regular classroom, is selected for placement. Programs for all program prototypes are available for all students in the Boston Public Schools.

PROGRAM PROTOTYPE 502.1 — Regular education programs with modifications

The student is assigned to a regular education program. The Individual Educational Plan will specify slight changes in the regular program and additional services which will be provided by the regular classroom teacher and supportive personnel. All aspects of the Educational Plan will be delivered in regular public school facilities.

PROGRAM PROTOTYPE 502.2 — Regular education program with no more than 25% time out

The student is assigned to a regular classroom and additional instruction is provided outside the classroom in tutorial or small group situations. The student may not be removed from the regular education program up to 25% of class time. Individualized and tutorial services are provided by specialists and/or Resource Room teachers, and are designed to carry over into the regular classroom. All educational services will be delivered in regular public school facilities.

PROGRAM PROTOTYPE 502.3 — Regular education program with no more than 60% time out

The student is assigned to a regular classroom, and additional instruction is provided outside the regular classroom up to 60% of class time. Individualized, small group instruction is provided by specialists and/or Resource Room teachers. All educational services will be delivered in regular public school facilities.

PROGRAM PROTOTYPE 502.4 — Substantially separate program with more than 60% time out

The student is assigned to an educational program which is separate from the regular school program. This special class is made up entirely of other students with similar special needs. Substantially separate programs are conducted by special education teachers with special training and certification. The student may participate in the regular education program up to 40% of class time. **Program prototype 502.4 (I)** refers to a substantially separate program which is offered in an approved facility which is not a regular public school facility. (Please refer to the **Special Schools and Programs** section for program descriptions of the substantially separate programs in the Boston Public Schools.)

PROGRAM PROTOTYPE 502.5 — Day school program

The student is placed in a special day school program which offers special services which are not available within the public school system. The student will return home each night, and the program is within one hour traveling time, one-way, from the student's home. Transportation will be provided by the Boston Public Schools. Parents must approve the day school program before a placement can be arranged.

PROGRAM PROTOTYPE 502.6 — Residential school program

The student is placed in a twenty-four hour program in a 766 approved facility outside the public school system. The student will live at the facility. The Boston Public Schools will pay for all education-related services. (Placements in this prototype are often delayed due to a lack of openings and to acceptance policies.)

PROGRAM PROTOTYPE 502.7 — Home, hospital, and regional adolescent program

Special instructional services are provided to a student who has to remain at home or in a hospital for an extended period of time (14 to 60 days). Please refer to the **Mainstreaming** section for program descriptions of Home and Hospital Services offered by the Boston Public Schools.

PROGRAM PROTOTYPE 502.8 — Programs for children 3 and 4 years old

There are several programs for children ages 3 and 4 who have special needs:

a. **Home based programs** are designed to deliver services at the child's home or at a family day care center. Special instruction is provided for parents through regularly scheduled home visits and group sessions.

b. **Integrated center-based programs** are designed to serve all children 3 and 4 years old, including up to 50% children with special needs.

c. **Separate center-based programs** are programs serving 3 and 4 year olds in which more than 50% of the children have special needs.

PROGRAM PROTOTYPE 502.9 — Diagnostic program

A diagnostic program is made up of additional tests and assessments designed to define a student's special needs. A diagnostic program may be provided for the student when the assessments conducted by members of the 766 Evaluation Team are so inconclusive that it is impossible to write an Educational Plan. The student is assigned to a diagnostic program for not more than eight weeks so that additional information can be obtained for the Educational Plan. The 766 Evaluation Team will meet again to write an Individual Educational Plan for the student based on the findings made during the diagnostic program.

PROGRAM PROTOTYPE 502.11 — Programs for students 16 through 21 years old

Students in need of special education who are 16 through 21 years are eligible for programs within each of the program prototypes on the same basis as all other students. If no suitable program exists within a program prototype, the 766 Evaluation Team must design a suitable program for the student.

GENERAL PROVISIONS APPLICABLE TO MORE THAN ONE PROTOTYPE

(a) No more than 4 children who are placed in special education programs within prototypes 502.1, 502.2, and 502.3 can be transferred to any one regular class after the start of the school year.

(b) Counseling services shall be provided to each parent of a child in need of special education services when recommended by the Team, regardless of prototype. Parents are not required to receive these services, and written parental consent is required.

(c) All persons providing special education services to students in prototypes 502.1, 502.2, 502.3, and 502.4 must be appropriately certified, licensed, or approved by the State Department of Education to provide such services.

(d) The school committee shall determine whether hearing aids worn by deaf and hard of hearing children in school are working properly.

(e) The school committee must make sure that children in need of special education have an equal opportunity to participate in all educational, non-academic, extra-curricular, and ancillary programs, services, and activities that are available to students in the regular education program.

(f) The school committee must provide physical education services, specially designed if necessary, for each child in need of special education, and must include such services in the child's Individual Educational Plan.

THE CENTRAL REVIEW STAFF

The Central Review Staff are assigned to review all Individual Educational Plans which recommend more restrictive placements (program prototypes 502.4 and above). The Central Review Staff are personnel from the Department of Special Services. After checking the Individual Educational Plan recommended by the 766 Evaluation Team at the school, the Central Review Staff make the final selection of the program prototype. Review Staff may determine that a less restrictive placement is more appropriate, or that a more restrictive setting is indicated. The flow chart and the description below explains the Central Review process in detail.

FOR ALL EDUCATIONAL PLANS
SUGGESTING PROGRAM PROTOTYPES 502.4 OR ABOVE

1. **An Individual Educational Plan (I.E.P.) is written at the assigned school by the 766 Evaluation Team.** If a 502.4 or higher prototype is suggested, the complete plan and all assessments are sent to the 766 Evaluation Coordinator.

2. **The 766 Evaluation Coordinator reviews the student's folder** for signatures, transportation forms, etc., and fills out and signs a checklist. The complete folder is sent to the Central Review Team and a copy of the folder is placed on file in the District Office. If the folder needs additional information, it is sent back to the 766 Evaluation Team Leader (E.T.L.).

3. **The Central Review Staff** is made up of school professionals from different areas who review the Educational Plan and all the assessments. The functions of the Central Review Staff include:

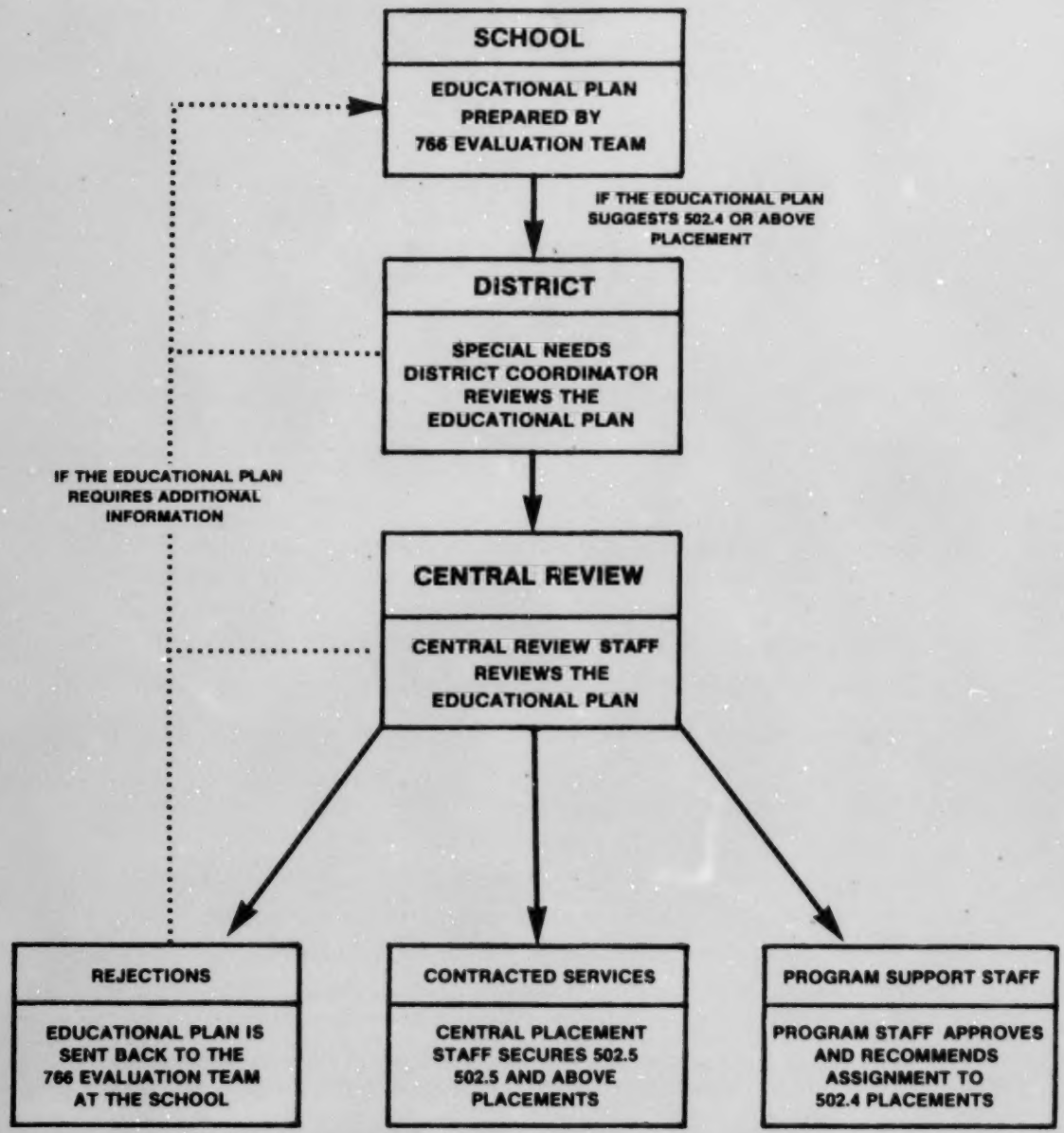
   - reviewing all Educational Plans suggesting programs which are more restrictive than programs described by prototypes 502.1, 502.2, and 502.3 to make sure that all procedural matters have been followed for identification, referral, assessments, development of the Educational Plan, and review.
   - determining that a less restrictive setting is more appropriate, or that a more restrictive setting is indicated.
   - maintaining information on current programs in the Boston Public Schools which can meet the needs of severely handicapped students.

4. **After the folder is reviewed by Central Review Staff,** it is sent to one of three places:

   - **766 Evaluation Team Leader (E.T.L.)** - If the Educational Plan is rejected, it is sent back to the 766 Evaluation Team Leader at the school with reasons for rejection, or recommendations for a less restrictive prototype.
   - **Contracted Educational Services** - If the recommended prototype is 502.5 or above, the folder is forwarded to the Central Placement Staff to secure an appropriate placement.
   - **Program Specialist** - If the recommended prototype is 502.4, the folder is sent to the designated Program Specialist for approval and assignment. A parent's signature is then obtained, and the assignment is made.

THE CENTRAL REVIEW PROCESS
FLOW CHART

FOR EDUCATIONAL PLANS
SUGGESTING PROGRAM PROTOTYPES 502.4 AND ABOVE


SCHOOL
EDUCATIONAL PLAN PREPARED BY 766 EVALUATION TEAM
IF THE EDUCATIONAL PLAN SUGGESTS 502.4 OR ABOVE PLACEMENT
DISTRICT
SPECIAL NEEDS DISTRICT COORDINATOR REVIEWS THE EDUCATIONAL PLAN
IF THE EDUCATIONAL PLAN REQUIRES ADDITIONAL INFORMATION
CENTRAL REVIEW
CENTRAL REVIEW STAFF REVIEWS THE EDUCATIONAL PLAN
REJECTIONS
EDUCATIONAL PLAN IS SENT BACK TO THE 766 EVALUATION TEAM AT THE SCHOOL
CONTRACTED SERVICES
CENTRAL PLACEMENT STAFF SECURES 502.5 502.5 AND ABOVE PLACEMENTS
PROGRAM SUPPORT STAFF
PROGRAM STAFF APPROVES AND RECOMMENDS ASSIGNMENT TO 502.4 PLACEMENTS

THE INDIVIDUAL EDUCATIONAL PLAN (I.E.P.)

An **Individual Educational Plan (I.E.P.)** is developed for each student with special needs who is receiving or will receive special education services. The purpose of the Individual Educational Plan is to make sure that the educational program which is developed for each student is designed to meet his or her specific needs. The Individual Educational Plan is a detailed, written statement which contains the following important elements:

- **The student's present level of educational performance,** including academic achievement, social adaptation, prevocational and vocational skills, psychomotor and self-help skills.
- **The student's learning style and physical constraints.**
- **Annual educational performance goals for the student.**
- **Short term educational objectives,** which are measurable intermediate steps to reach the educational performance goals.
- **Instructional procedures,** including a description of the methods which will be used to teach the student.
- **Evaluation procedures and criteria** for measuring the progress of the student.
- **Specific educational services needed by the student,** including special educational services, related services, instructional media and materials, etc.
- **The dates when the services will begin and end,** and the frequency and duration of the services.
- **The extent to which the student will participate in regular educational programs,** and a justification for the student's educational placement.
- **The persons responsible for the implementation of the Individual Educational Plan.**

A copy of the accepted Educational Plan must be given to each person who is directly responsible for the objectives specified in the plan, including the regular education classroom teacher.

PARENT INFORMATION GUIDE

- **In discussing the Individual Educational Plan, you may want to ask . . .**
  - ☐ Who is going to be my child's teacher(s)?
  - ☐ Where will the classroom(s) be located?
  - ☐ How many other students will be in the classroom?
  - ☐ What will my child's daily schedule will be?
  - ☐ When may I visit the classroom?
  - ☐ What new books, materials, etc. will be used and when they will arrive?
  - ☐ What other kinds of services will be provided, and who will provide them?
  - ☐ When will these services start, and how long are they expected to continue?
  - ☐ What can be done at home to help and who can provide additional ideas?
  - ☐ How will my child get to school?
  - ☐ Is my child eligible for vocational education programs?
  - ☐ What has to happen to allow my child to move to a less restrictive program?
  - ☐ What is meant by each of the objectives in the plan?
  - ☐ What happens if these objectives are not met?

- **In discussing the implementation of the Individual Educational Plan (I.E.P.), you will need to know . . .**
  - ☐ When will the implementation begin?
  - ☐ How can I observe the program before my child begins?
  - ☐ Where can I get more information about the classroom and teacher?
  - ☐ How will I be informed of my child's progress and how often?
  - ☐ What should I do if I feel that the I.E.P. is not working out?
  - ☐ How and when can I talk to the team members about my child's progress?

- **In discussing private programs, be sure to ask . . .**
  - ☐ What is meant by the term **private program**?
  - ☐ Why is it recommended?
  - ☐ How is the private program paid for?
  - ☐ Who will find the right program? How long will it take?
  - ☐ How can I see the program before the placement is made?
  - ☐ How will transportation be arranged?
  - ☐ Where will my child be placed until the private program can be implemented?
  - ☐ What must happen before my child can return to a regular public school program?

PARENTAL DECISION

The parent will be sent a written notice containing a formal explanation of the results of the 766 Evaluation within 10 days after its completion. This notice will include a copy of the proposed Educational Plan, and a statement of the parents' rights to meet with the 766 Team Leader to discuss the Educational Plan, or to reject the plan and file an appeal. All relevant papers and records are available for inspection by the parents.

The parent has the following options:

- **to accept the plan** — If the Educational Plan is acceptable to the parents, they will be asked to sign the Plan, and it will be implemented.
- **to arrange for an independent evaluation** — If the parents disagree with the assessments done by the school, they can arrange for another evaluation at the school system's expense at a 766 approved facility.* The independent evaluation may include all of the assessments done in the original evaluation, or it may focus on any specific assessments which are questioned by the parents. To arrange for an independent evaluation to be paid for by the Boston Public Schools, the parents must notify the school committee in writing through the Evaluation Team Leader (E.T.L.), and the school committee must have time to enter into an agreement with the facility. The parents can also arrange for an evaluation at a facility of their own choice at their own expense. **The independent evaluation must be completed within 30 days.**
- **to reject the plan** — The parent can reject the plan by signing it and marking the box stating "I DO NOT APPROVE". Refer to the Appeals Section of this Directory for more information on the Appeals process.

Parents must sign and return the form to accept or to reject the Educational Plan within 30 days. If the parents do not sign the Educational Plan, the Boston Public Schools have the right to appeal to the Bureau of Special Education Appeals.

*An "approved facility" can be an individual or group of individuals who are registered, certified, licensed, or otherwise approved by the state to perform the assessments requested and who abide by the rates set by the Rate Setting Commission.

PARENT INFORMATION GUIDE

- **When you have to make a decision regarding some aspect of the 766 Evaluation process, be sure to understand . . .**
  - ☐ What is an **appeal**?
  - ☐ When can I appeal decisions made during the 766 Evaluation Process?
  - ☐ How can I initiate an appeal?
  - ☐ What steps are involved in the appeal?
  - ☐ How long will the appeal take?
  - ☐ What are my rights and responsibilities in regard to appeals?
  - ☐ What will happen to my child during the appeal process?

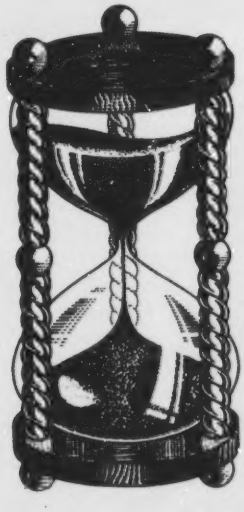
QUARTERLY PROGRESS REPORTS AND ANNUAL REVIEWS

Quarterly Progress Reports are submitted every three months to the student's parents and the Evaluation Team Leader. The Quarterly Progress Reports are designed to explain how well the student is reaching the goals and objectives described in the Individual Educational Plan, and to make sure that the Educational Plan is working. An **Evaluation Team Liaison Person** is chosen at the time of the Evaluation Meeting to coordinate the Quarterly Progress Reports. If any changes are to be made, the Liaison Person can make a recommendation to the Evaluation Team Leader. Written parental consent must be obtained before any major changes in the Individual Educational Plan are implemented.

A **Ten Month Review** is scheduled at the time of the Evaluation Meeting. The Evaluation Team, including the parents, will meet again in ten months to review the student's progress and to develop a new Educational Plan. Reviews following the first review must be held annually. There are usually four options for the new Educational Plan:

- Continue the student's current program with no changes.
- Continue the student's program with slight changes in special education services.
- Change the program of special education services.
- Terminate the special education services and place the student in a regular education program.

Since Chapter 766 is based on the ideas of **mainstreaming** and placement in the **least restrictive environment**, the ultimate goal of the Educational Plan is to place the student in a regular education program.



NOTES/QUESTIONS

THE APPEALS PROCESS

33
CONNECTIONS
Boston Public Schools
September 1979

APPEALS PROCESS FLOW CHART

1. REJECTION OF THE EDUCATION PLAN

Parents can reject the proposed Educational Plan and start the appeals process in one of three ways:

- by checking off the box which states "I DO NOT APPROVE".
- by not signing the Educational Plan within 30 days.
- by directly notifying the Bureau of Special Education Appeals.

2. INFORMAL DISCUSSION PERIOD

- Immediately upon notification that the I.E.P. has been rejected by the parents, the 766 Team Leader should send one copy of the complete file and three copies of the rejected plan and the assessments to the Central Appeals Office of the Boston Public Schools.
- The 766 Team Leader attempts to resolve the dispute informally.

3. NOTIFICATION

- Copies of the rejected Educational Plan are sent to both the Central and Regional Offices of the Bureau of Special Education Appeals.
- The Central Office opens a master file and assigns a case number. Within 5 days of receipt of the notice, the Central Office sends the parents an informational package which explains the appeal procedures and parent's rights.
- When the Central Office receives a request for a formal hearing, the hearing date is set within 20 days.

5. FORMAL HEARING

- If the differences cannot be resolved through mediation, a formal hearing is held within 20 days of the request from the parents. The BSEA Hearing Officer will review the evidence and testimony from both sides and make a decision.
- The Hearing Officer can order the placement which has been recommended by the school, order the placement requested by the parent, or order an alternative placement.
- The school can appeal a decision in a formal hearing directly to the Superior Court immediately after the decision.

4. MEDIATION

- The Regional Representative, or mediator, opens a file at the Regional Office.
- The Mediator contacts the parents and the school to explain the mediation process and to set up the mediation session.
- The Mediator will arrange a parent-school conference between the parents and school officials to try to settle the dispute informally, or to clarify the issues.

6. STATE ADVISORY COMMISSION

If the parents disagree with the decision of the Hearing Officer, they can appeal the decision to the State Advisory Commission which will review the evidence. No new evidence can be submitted, and the parents are not present at this meeting.

7. SUPERIOR COURT

If the parents still disagree with the decision, the final step in the appeals process would be to appeal to the Superior Court.

IF THE EDUCATIONAL PLAN IS REJECTED

If a parent is unsatisfied with the Individual Educational Plan which is presented at the 766 Evaluation Meeting and chooses to reject the plan, (s)he has the right to appeal the decision of the local school system. A parent can reject an Educational Plan at any time. While the appeals process is underway the student remains in the current classroom until a final decision is reached. In some cases, a temporary placement may be made in another program if the school committee or the parents can show that the current program endangers the health or safety of the student, or disrupts the program for other children.

When a student is at risk and parents refuse to sign the educational plan, the Evaluation Team Leader should make every effort to contact the parents and document such efforts. If additional assistance is required to obtain a parental signature, the E.T.L. should contact the Greater Boston Regional Educational Center at 547-7472.

There are several steps in the appeals process. The following is a brief summary of each of the steps:

1. REJECTION OF THE EDUCATIONAL PLAN

The parent initiates the appeals process by returning the signed Educational Plan, and by checking off the box stating "I DO NOT APPROVE". A parent can also start the appeals process by writing directly to the Bureau of Special Education Appeals or to the 766 Team Leader at the school. After starting an appeal, the parent has the right to approve the Educational Plan at any time during the appeals process. If the parent does not sign and return the Educational Plan within 30 days, the school system has the right to appeal to the Bureau of Special Education Appeals.

2. INFORMAL DISCUSSION PERIOD

Whenever there is a difference of opinion over an Educational Plan, every effort is made to settle the problem in an informal manner. When the parent rejects an Educational Plan there is a period of informal discussion. During this period school personnel will try to reach agreement with the parent.

While every effort is made to resolve differences of opinion, arrangements are made for formal appeals procedures in the event that informal discussion does not solve the dispute.

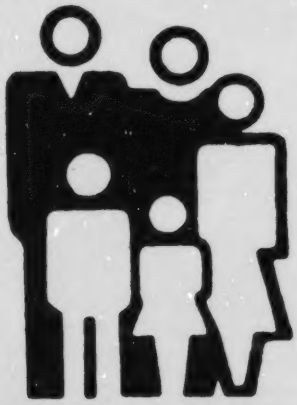
3. THE BUREAU OF SPECIAL EDUCATION APPEALS NOTIFICATION

Within 5 days after the rejection of the Educational Plan by the parent, the Boston Public Schools sends copies of the rejected Educational Plan and assessments of the child to the Bureau of Special Education Appeals.

The Bureau of Special Education Appeals (BSEA) is an office within the State Division of Special Education where any parent or student 18 years of age or over may appeal a disputed Educational Plan. The role of the Bureau of Special Education Appeals is to help the parent and the school system agree on the best plan of action for the child. If the parent and the school system cannot reach an agreement through **mediation**, or informal discussion of the problem, the BSEA has the power to hear both sides in a **formal hearing** and to make a decision.

The Bureau of Special Education Appeals operates on both the State and Regional levels in the following ways:

GREATER BOSTON REGIONAL OFFICE **54 Rindge Avenue Extension** **Cambridge, Massachusetts 02140** **547-7472**	**CENTRAL OFFICE** **31 St. James Avenue - 6th Floor** **Boston, Massachusetts 02116** **727-8534**
The Regional Office helps the parents and the school system reach an agreement through **mediation**, or informal discussion. The Regional Representative, also known as the **mediator**, will contact the parents and school officials to arrange for a parent-school conference, or mediation session. The mediator is also available to both parties to answer questions and to explain the appeals process. If an agreement is not reached through mediation, the mediator provides the parents with a **hearing request form.**	The Central Office prepares for a **formal hearing,** in case parents and the schools cannot reach an agreement through mediation. The Central Office opens a Master File, and assign a case number. Within 5 days, the Central Office sends an information package to the parents which explains the hearing process and the parents' rights. The Bureau of Special Education Appeals schedules a hearing upon written request from a parent, and the hearing is held within 45 days.



4. THE BUREAU OF SPECIAL EDUCATION APPEALS THE MEDIATION PROCESS

The mediator does not render a decision on an appropriate program for the student at the parent-school conference. The mediator has no vested interest in either the school's position or the parent's position. The role of the mediator is to help the parents and the school resolve their differences if at all possible, and to prepare the parties for a formal hearing if no agreement can be reached.

Parents can bring as many people to the mediation sessions as they choose, including attorneys, advocates, and interpreters. The only other people present at the informal parent-school conference will be the mediator, professionals who can offer further information about the student, and the persons from the Boston Public Schools who have the authority to agree to alternatives in the Educational Plan, and who can offer information on the proposed program.

Mediation sessions are scheduled at the mutual convenience of parents and school personnel. The mediation sessions are held at the school the child attends, or the Regional Education Office, or anywhere else all the parties accept. The informal atmosphere of the parent-school conference is designed to allow several alternative plans for the student to be considered. If the problems can be resolved through mediation, the services to the student can be delivered immediately.

The mediation process requires open communication so that information can be exchanged and alternatives can be explored. To encourage communication, no record is made at the mediation session. Documents or agreements resulting from the mediation session are not seen by the Hearing Officer if the case goes to a formal hearing.

If no agreement is reached through mediation, the parties exchange documents to be presented at the formal hearing.

5. THE BUREAU OF SPECIAL EDUCATION APPEALS THE FORMAL HEARING

If the differences cannot be resolved through informal discussion and mediation, a formal hearing is conducted by a Bureau of Special Education Appeals Hearing Officer. A **formal hearing** is an administrative procedure in which the parents and the school can be heard before an impartial person who has the power to make a binding decision. However, it is important to keep in mind that the formal hearing is **not** a court session. Neither the parents nor the school system are on trial, and no one will be found "guilty" or "innocent".

The Hearing Officer listens to the evidence presented by both sides and makes a decision based only on the evidence which is presented at the hearing. The Hearing Officer does not know anything about the case or what has gone on in the mediation sessions. Both sides can present witnesses, and cross-examine witnesses or experts from the other side. The burden of proof is on both sides, which means that both sides must prove why their plan of action is "least restrictive" and "adequate" for the student.

It is usually helpful for parents considering a formal appeal to consult with an advocate or an attorney familiar with the formal hearing process. An advocate or attorney can help parents prepare their case and explain the process. A list of advocacy groups can be found in the Community Resources section of this Directory.

The main issue at a formal hearing is usually whether the plan of action being proposed by the school is **adequate** to meet the special needs of the student. By adequate, the law does not mean the best, nor does it mean minimally sufficient. It is important for parents to understand what services the schools are required to provide under the regulations and to be realistic about what the schools can provide.

Another important issue is that of a **least restrictive appropriate placement.** Both Chapter 766 and Public Law 94-142 are based on the concept of **mainstreaming**, or the integration of special needs students into regular classroom settings. If more than one adequate and appropriate plan is presented, the Hearing Officer must choose the plan which is most like the regular educational program.

After reviewing the written evidence and testimony from both sides, the Hearing Officer will consider the following questions when making the decision:

1. Was the plan developed in accordance with the procedures and timelines set out in Chapter 766?
2. Were the student's special needs correctly identified by the Evaluation Team based on sufficient evaluation?
3. Do the conclusions of the Evaluation Team demonstrate the information and criteria on which they were based?
4. Does the educational plan specifically address the needs found by the Evaluation Team?
5. Does the educational plan include specific goals and objectives, and provide criteria for evaluating 3, 6, and 9 month and annual goals?
6. Have the parents participated in the development of the educational plan?
7. Is the school capable of implementing the plan?
8. Is the plan flexible and capable of modifications?
9. If a private school placement is involved, is it 766 approved and appropriate for the student?

Following the hearing, the Hearing Officer will issue a written decision. Under the regulations, the Hearing Officer has the choice of three courses of action:

1. Order the placement recommended by the Administrator of Special Education of the school system,
2. Order the placement requested by the parent, or
3. Order alternative placement or additional services which the Hearing Officer decides is the least restrictive, adequate program to serve the student.

6. APPEAL TO THE STATE ADVISORY COMMISSION

If the parents do not agree with the Hearing Officer's decision, they have a right to appeal the decision to the 12 member State Advisory Commission (S.A.C.). The S.A.C. has the limited right to review the documents and testimony submitted at the formal hearing. The S.A.C. renders a decision which may affirm or change the decision, or order a new hearing. The main job of the S.A.C. is to see if the Hearing Officer made a logical decision based on the evidence which was presented at the hearing.

The time deadline for appealing a decision to the S.A.C. is 15 days after the decision of the Hearing Officer.

7. APPEAL TO THE SUPERIOR COURT

If the school system disagrees with the decision of the Hearing Officer, it may appeal directly to the Superior Court for review. If the parents disagree with the decision rendered by the State Advisory Commission, the final step in the appeals process is to appeal to the Superior Court. The decision of the Superior Court is final, and must be implemented immediately.

The deadline for filing an appeal in Superior Court is 30 days after receipt of the State Advisory Commission's decision.

PARENTAL INVOLVEMENT

PARENT AND STUDENT RIGHTS

As parents or guardians, you should be aware of the many rights that you have relating to your child's education. Students over the age of 14 also have the right to be involved in decisions about their education. The following are your major rights under Massachusetts Law Chapter 766 and Federal Public Law 94-142:

- **To obtain a screening** for a child 3 years old or over who is not yet enrolled in kindergarten, and to have the child screened by the schools once he/she enters kindergarten.
- **To participate in all decisions** pertaining to the special needs evaluation, special educational program, and special class placement of your child by being a member of the 766 Evaluation Team.
- **To meet in a pre-evaluation conference** with the 766 Evaluation Team Leader at your child's school before the evaluation process begins.
- **To have a full evaluation** for your child if you believe that an intermediate evaluation would be insufficient to determine your child's needs. (For more information about intermediate vs full evaluations, see page 21)
- **To arrange for an independent evaluation** if you feel that it is needed.
- **To appeal the school system's decisions** if you think that they are not in the best interest of your child.
- **To be accompanied by a friend, attorney, or advocate to meetings** which involve your child. These may include meetings of the 766 Evaluation Team, of which you are a member, and hearings held relating to the appeals process.
- **To have your child's progress reviewed** by the 766 Evaluation Team 10 months after the first placement and each following year for as long as your child needs special education services ("annual review").
- **To receive written reports** about your child's progress at least 4 times a year ("quarterly reports").
- **To receive notices and reports from the school which are easily understood** and written in a language which you understand. To have a translator present at meetings if necessary.
- **To see all records and test results** kept by the schools on your child. (For more information see page 44)
- **To meet with all school professionals** who are working with your child whenever necessary.

WAYS PARENTS CAN HELP

The school's responsibility to provide special education services to children has been discussed in the previous sections. Parents can help the schools provide better education services for their children by practicing the following:

- **Begin all initial contacts with school personnel with a positive attitude.**
- **Communicate often with school personnel** by going to the school, telephoning, or sending a note when you have a question or problem relating to your child's education. It is also helpful to teachers and others if you communicate with them when your child seems to be progressing well or if you have a helpful suggestion about working with your child.
- **Be well prepared for school conferences.** Ask your child if there are any specific questions or problems which he/she has. Write your child's questions down as well as your own to be sure that they are answered and not forgotten. Conferences should not be rushed and should be private unless you wish to bring a friend or an advocate. Parents with limited ability to speak English may ask for a translator. At the conference, the school personnel working with your child may provide some of the following kinds of information. If the information is not provided, it is your responsibility to ask the following questions:
  - What should my child be learning in school this year?
    What methods will be used to teach my child?
    What books/workbooks will be used in class?
  - How does my child spend his/her day in school?
    What is expected of my child in regards to homework?
  - How is my child progressing?
    How will progress be measured?
    What do the grades mean on my child's report card?
    What kinds of tests is my child given and what do the test scores mean?
  - What can I do to help my child progress in school?
    Are there any exercises or activities which can be practiced at home?
  - Would you recommend that my child receive any support services?
    What are the procedures for requesting support services if they are needed?
  - Are there training workshops for parents?
  - Would you help me develop a home program?
  - Is there a need to set up another appointment to discuss my child's progress?
- **Keep aware and interested in the field of Special Education.** Learn about the different laws which affect your child's right to an appropriate education. Learn about the programs and services which are available to your child. Try to find out about the resources in the community which work with children with special needs.
- **Show a daily interest in your child's school work. If problems do arise, they will not be large ones if you catch them in time.**

STUDENT RECORDS

In January 1975, the Massachusetts Board of Education adopted the **Regulations Pertaining to Student Records.** These regulations apply to all public elementary and secondary schools. They are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and timely destruction of student records.

The regulations apply to all information kept by a school system from which a student may be individually identified. The regulations divide the student record into two sections — the transcript and the temporary record.

THE TRANSCRIPT	THE TEMPORARY RECORD
The **transcript** contains only basic information necessary to record the student's educational progress: • name and address • course titles • grades • grade level completed The transcript is kept for at least 60 years after the student leaves the school system	The **temporary record** contains the majority of information about the student: • standardized test results • class rank • extra-curricular activities • evaluations and comments The temporary record is destroyed five years after the student leaves the school system.

The following is a summary of the major rights of students and parents regarding student records, as provided by the **Regulations Pertaining to Student Records;**

INSPECTION OF RECORDS:

A parent, or student who has entered the 9th grade or who is at least 14 years old, has the right to inspect all parts of the student record upon request. The record must be made available to the parent or the student no later than 2 days after the request, unless the parent or student consent to a delay.

A parent or student over 14 has the right to receive copies of any part of the record. A reasonable fee may be charged for the cost of duplicating the materials.

A parent or student aged 14 may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else to inspect or interpret the record.

CONFIDENTIALITY OF RECORDS:

Except for a few minor exceptions, no individuals or organizations except the parent, the student, and school personnel working directly with the student are allowed to have access to information in the student record without the **specific, informed, written consent of the parent or student.** In addition, any person inspecting or releasing information in the temporary record must note which portion was inspected or released and for what purpose.

Under Department of Education regulations, the school may release from time to time for publication certain information concerning students without first obtaining student or parental consent. This information includes only a student's name, class, participation in officially recognized activites and sports, degrees, honors, awards and post-high school plans. A parent or student may inform the school that they do not want this information released.

AMENDMENT OF RECORDS:

The student and parent have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and the student have the right to request that information in the record be amended or deleted. The parent and student may schedule a conference with the school principal to make their objections known, and within a week after the conference the principal must make a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

DESTRUCTION OF RECORDS:

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within a certain period of time after the student leaves the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of the information before its destruction.

FOR MORE INFORMATION . . .

Contact your guidance counselor or school principal's office to ask about student records in the Boston Public Schools. For general information, or to check school records from schools which have been closed in Boston, contact:

Director of Guidance **726-6201**
Department of Special Services
Boston Public Schools
26 Court Street, 7th Floor
Boston, Massachusetts 02108

To obtain a copy of the *Regulations Pertaining to Student Records*, contact:

BUREAU OF EDUCATIONAL INFORMATION SERVICES **727-5792**
Massachusetts Department of Education
31 St. James Avenue, 6th Floor
Boston, Massachusetts 02116

STUDENT SERVICES BUREAU **727-5754**
Massachusetts Department of Education
31 St. James Avenue
Boston, Massachusetts 02116

ADVOCACY

Occasionally a parent may need to seek assistance or register a complaint relating to a child's education. When a problem arises in school, here are some suggestions which may be helpful:

1. **Talk to the teacher first whenever you have a question or problem about school.** If you can't go to the school yourself, phone and leave a message for the teacher to return your call when the class is over. You might also send a note. A positive relationship with the teacher can prevent many small problems from becoming big ones.

2. Usually teachers want to be helpful. But **if a teacher fails to respond, contact the school principal**. Try to feel confident when talking to the teacher or the principal. You have a right to participate in all decisions about how your child will be educated.

3. When talking to the teacher, the school principal, or other school personnel, **explain your concerns as fully as possible.** You know your child best, and can supply information that nobody else can. It may help to write down the things you want to talk about and any questions you may have.

4. **Parents who speak a different language,** and who would be more comfortable speaking their own language, should bring a friend to translate, or ask the school to supply a translator.

5. **If your child is recommended for placement in a special education program,** be sure you understand what the program offers, and what you can expect it to do for your child.

6. **Feel free to visit the classroom or the recommended program** and talk to the teacher or the specialist in charge. You will be more familiar with the program, and the teacher can learn more about your child.

7. **When you request information from school personnel,** identify yourself, your child, the exact name of the program, and the time and place. State your question or problem clearly, and ask if you are speaking to the right person.

8. **If your child is placed on a waiting list,** make sure that his/her name is not lost, misfiled, or misplaced. Make sure to write down the name of the person in charge, and the name of the department or unit in case you have to call for information about the placement. If you move or change your telephone number, you should notify the school immediately by bringing or mailing proofs of residence to the school principal.

9. **Keep all the forms and letters from the school in one place.** When you send records or papers to the school, it is usually better to send photocopies or duplicates, and keep the originals.

10. **Make copies of all letters and notes you send to the school, and keep a record of all telephone calls.** The Telephone Log in this section may be a good place to make a note of your telephone contacts with the school.

11. **It may be helpful to contact one of the parent groups or advocacy agencies** listed in this section. Many of these organizations have committees which specialize in information and advocacy for special education problems. These advocacy groups are familiar with the latest regulations, policies, and procedures, and can help you file a formal appeal if your problem cannot be resolved informally.

Most important of all, **make sure you are talking to the right person about the right problem.** This Directory will help you to find out where to call for almost any problem related to 766 and special education. It is always best to ask for a person by name or by title. Remember that the person who usually answers the telephone is a secretary or a receptionist who may not know all the details about a program. It will not do any good to take your frustration out on them.

ADVOCACY GROUPS

There are many organizations in Boston which provide information and advocacy services to parents. The following is a list of the major, citywide advocacy groups which specialize in advocacy for children with special needs.

CITY-WIDE EDUCATIONAL COALITION 542-2835
52 Chauncy Street
Boston, Massachusetts 02111

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS 482-2915
120 Boylston Street - Suite 338
Boston, Massachusetts 02116

MASSACHUSETTS ADVOCACY CENTER 357-8431
2 Park Square
Boston, Massachusetts 02116

OFFICE FOR CHILDREN/HELP FOR CHILDREN 727-8898
120 Boylston Street
Boston, Massachusetts 02116

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC) 266-4520
1249 Boylston Street
Boston, Massachusetts 02215

PARENT ADVOCACY GROUPS

THE FEDERATION FOR CHILDREN WITH SPECIAL NEEDS **482-2915**
120 Boylston Street
Boston, Massachusetts 02116

The Federation for Children With Special Needs is comprised of individual parents and parent organizations representing children with various disabilities. The Federation offers information and referral services regarding Chapter 766 and Public Law 94-142 regulations. Federation staff and trained volunteer advocates are available to help parents with individual problems, and to explain the evaluation process, parent and student rights, the purpose of the Educational Plan, and the special education bureaucracies on the state and local levels. A training program is available to anyone who is interested in becoming a volunteer advocate. The Federation can also provide speakers who are knowledgeable about Chapter 766 and Public Law 94-142 for parent workshops or agency educational programs. Parents who are interested in joining a parent group concerned with a specific disability should call the Federation for further details.

THE BOSTON DIRECTION SERVICE **482-2947**
120 Boylston Street
Boston, Massachusetts 02116

The Boston Direction Service of the Federation for Children With Special Needs links parents of children with special needs with the local services and resources that best meet the needs of the child and the family. The Program provides information and referral, and ongoing support services to families of children with special needs through three Service Centers which are located in Boston, Dorchester, and South Boston. The Service Centers serve children from birth to 21 years who are residents of District V and District VI. The Program does not provide advocates for individual problems, however the staff will refer parents to the appropriate advocacy resources. Although the services are targeted to residents of Districts V and VI, anyone can call or come to one of the Service Centers for assistance.

THE CITY-WIDE EDUCATIONAL COALITION, INC. **542-2835**
52 Chauncy Street - Room 305
Boston, Massachusetts 02111

The City-Wide Educational Coalition is an independent educational advocacy organization which provides information, referral, and advocacy services to parents of children in the Boston Public Schools. The **766 Parent Education Resource Center** was a joint project of the City-Wide Educational Coalition and the Federation for Children with Special Needs. The Center provided information on the 766 Evaluation process, and advocacy on an individual case basis. The Center sponsored a series of parent workshops, and published a series of Resource Guides which include:

- **A Listing of Summer Camps for Children with Special Needs**
- **Information Advocacy and Legal Resources**
- **Neighborhood Health Centers**
- **Counseling Services**
- **Respite Care and Day Care/Nursery Resources**

PARENT COUNCILS

PARENT COUNCILS | **SCHOOL DEPARTMENT**

R.E.P.C.
RACIAL-ETHNIC PARENTS COUNCIL

Each school has a R.E.P.C. which is made up of all the parents with children at the school. The elected representatives consist of equal numbers of white, black and other minority parents.

Each middle and high school also has a **Racial Ethnic Student Council (RESC)** with equal racial membership and the same responsibilities as the R.E.P.C.

SCHOOL PRINCIPAL

C.D.A.C.
COMMUNITY DISTRICT ADVISORY COUNCIL

A district-wide organization consisting of 10 parents, 8 business or agency representatives, and several students. The parent representatives consist of one REPC member from each school; student representatives are chosen from the RESC of the district high school; and 8 members are selected from the district community.

COMMUNITY DISTRICT SUPERINTENDENT

C.P.A.C.
CITYWIDE PARENTS ADVISORY COUNCIL

The parent organization which represents parents and students on a city-wide level. CPAC is made up of two parents (one white and one black) who are elected from each CDAC, and parents who are elected to represent other minority groups in the city.

SUPERINTENDENT OF SCHOOLS
26 Court Street

THE SCHOOL COMMITTEE
OF THE BOSTON PUBLIC SCHOOLS

COURT-APPOINTED PARENT COUNCILS

Responsible parents understand the needs and abilities of their children better than anyone else. Parents who have similar interests and concerns can benefit greatly by working together in parent groups. In addition to providing support for individual members, parent groups have been able to accomplish many positive reforms in the services which their children receive.

COURT-APPOINTED PARENT COUNCILS

A system of Parent Councils was mandated by the Federal Court order of Judge W. Arthur Garrity to insure citizen participation and parental involvement in the school desegregation process. These Parent Councils are the principal way in which parents and other citizens can have an impact on the quality of education in the Boston Public Schools. The organization of the Parent Councils allows for the democratic election and participation of parents representing all of the different racial and ethnic groups in Boston. The following is a brief description of each of the three Councils which ensure representation at the local (REPC), district (CDAC), and citywide (CPAC) levels.

RACIAL ETHNIC PARENT COUNCILS (REPC)

The Racial Ethnic Parent Councils are parent organizations in each school. Each school has an REPC. Any parent with a child in a Boston Public School can be a member of the Racial Ethnic Parent Council in that school, and attend all meetings.

Elections are held each year for the REPC board in each school. The board is made up of equal numbers of white, black, and other minority parents. These elected representatives vote on issues that have been raised by parents, and sign all official correspondence of the REPC.

The Racial Ethnic Parent Councils work to improve the quality of education in the Boston Public Schools in the following ways:

- advocating for students' rights in such areas as discipline, academic problems, special needs, bilingual education, and transportation.
- monitoring educational programs and facilities, safety and security, transportation, desegregation, classroom atmosphere, vocational/occupational/career education, cultural/business/university pairings, and teacher qualifications.
- participating in the selection of principals and headmasters through membership on screening committees.
- serving on Local Evaluation Committees to evaluate school administration.

RACIAL ETHNIC STUDENT COUNCILS (RESC)

Each middle and high school has a Racial Ethnic Student Council (RESC) which is made up of an equal number of white, black, and other minority students who are elected to the Council. The responsibilities of the RESC are the same as those of the Racial Ethnic Parent Council.

COMMUNITY DISTRICT ADVISORY COUNCILS (CDAC)

The Community District Advisory Councils are organizations on the district level which represent the combined views and concerns of the REPC's in each district. The CDAC looks at problems and issues from a district viewpoint, and advises the Community District Superintendent and other school officials on issues that relate directly to the district.

The Community District Advisory Council is made up of one REPC member from each school in the district, student representatives from the Racial Ethnic Student Councils (RESC) of the District high school, and people selected at large from the community.

The primary responsibility of the Community District Advisory Council is to monitor the implementation of desegregation in the district. The CDAC also supports and coordinates the efforts of the Racial Ethnic Parent Councils in the district.

CITYWIDE PARENTS ADVISORY COUNCIL (CPAC)

The Citywide Parents Advisory Council represents parents and students on a citywide level. CPAC is comprised of two parents (one white and one black) elected from each Community District Advisory Council (CDAC), and parents elected to represent the other major minority and ethnic groups in the city. Representatives from the CDAC's report concerns and issues to CPAC, which looks at problems and issues from a citywide perspective.

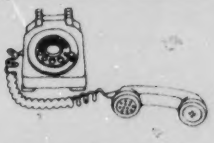
The major responsibility of the Citywide Parents Advisory Council is to coordinate the monitoring of the desegregation order throughout the city. CPAC also advises the Boston School Committee and school officials on matters related to quality integrated education. CPAC publishes a monthly newspaper, ***Parents United***, which is distributed monthly to all parents of Boston Public School students.

CITYWIDE COORDINATING COUNCIL (CCC)

The Citywide Coordinating Council was a group of approximately 40 people consisting of parents, students, and representatives from the community, universities, and various cultural institutions affiliated with the Boston Public Schools. The members of the CCC were appointed by the Federal Court to monitor the desegregation process in the Boston Public Schools.

The Citywide Coordinating Council was recently disbanded as part of the Court's decreasing role in the desegregation process. The monitoring role of the CCC has been taken over by the Department of Implementation of the Boston Public Schools, and the Parent Councils listed above.

FOR MORE INFORMATION . . .



THE CITYWIDE PARENTS ADVISORY COUNCIL **426-2450**
59 Temple Place - 6th Floor
Boston, Massachusetts 02111

SPECIAL NEEDS GROUPS AND AGENCIES

ASSOCIATION FOR MENTALLY ILL CHILDREN (AMIC)
120 Boylston Street, Room 338
Boston, Massachusetts 02116
482-7362
People concerned with autistic and severely disturbed children. Spanish may be available.

CHILDREN IN HOSPITALS
31 Wilshire Park
Needham, Massachusetts 02192
482-2915
Parents and health care professionals concerned with the needs and rights of hospitalized children and adults.

EASTER SEAL SOCIETY
Statler Office Building - Room 934
20 Providence Street
Boston, Massachusetts 02116
482-3370

EPILEPSY SOCIETY OF MASSACHUSETTS
3 Arlington Street
Boston, Massachusetts 02116
267-4341
Spanish publications available.

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street - Suite 338
Boston, Massachusetts 02116
482-2915

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC)
1249 Boylston Street
Boston, Massachusetts 02215
266-4520
Interpreter available.

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (MACLD)
11 River Street
Wellesley, Massachusetts 02181
235-9370

MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS (MARC)
381 Elliot Street
Newton Upper Falls, Massachusetts 02164
965-5320

MASSACHUSETTS CEREBRAL PALSY OF GREATER BOSTON
30 Wesley Street
Newton, Massachusetts 02158
969-3214

MASSACHUSETTS PARENTS ASSOCIATION FOR THE DEAF AND HARD OF HEARING
14 Trout Farm Road
Duxbury, Massachusetts 02332
1-585-9722

MASSACHUSETTS SPINA BIFIDA ASSOCIATION
11 Davis Avenue
Brookline, Massachusetts 02146
566-5998
People concerned with spina bifida, a birth defect involving incomplete spinal development.

MUSCULAR DYSTROPHY ASSOCIATION, INC.
391 Totten Pond Road
Waltham, Massachusetts 02154
890-0300
Spanish interpreter available.

NATIONAL SOCIETY FOR AUTISTIC CHILDREN
Eastern Massachusetts Chapter
16 Bluebird Road
Wellesly Hills, Massachusetts 02181
235-7754

PARENTS AND CHILDREN TOGETHER (PACT)
623 Randolph Avenue
Milton, Massachusetts 02186
696-6685
People concerned with children who have cardiac problems.

PARENTS & FRIENDS OF HANDICAPPED CHILDREN, INC.
120 Boylston Street, Room 338
Boston, Massachusetts 02116
482-2915
Parents of children with cerebral palsy and other handicaps

PRESCRIPTION PARENTS, INC.
95 Reservoir Road
Quincy, Massachusetts 02169
472-5480
Parents and professionals concerned with cleft-lip and cleft-palate impairments.

TUBEROUS SCLEROSIS ASSOCIATION OF AMERICA
Massachusetts Chapter
P.O. Box 44
Rockland, Massachusetts 02370
878-5528
People concerned with tuberous sclerosis, an infant/childhood neurological disorder characterized by skin lesions and seizures.

UNITED CEREBRAL PALSY ASSOCIATION OF THE METROPOLITAN AREA, INC.
358 Chestnut Hill Avenue
Brighton, Massachusetts 02135
232-9850

THE DIVISION OF SPECIAL EDUCATION

The **Division of Special Education** is part of the Massachusetts Department of Education. The Division has the following important functions which parents should know about:

- The Division of Special Education has primary responsibility for all special education programs in the state and therefore, can determine the quality of education which a student receives.
- The Division receives and investigates all complaints related to special education.
- The Division holds hearings on behalf of any student or groups of students needing special education.
- The Division can recommend to the Board of Education that state funds be withheld from any school district which is not in compliance with state and federal special education laws.

The Division of Education monitors special education programs through the use of two Councils; a **Regional Advisory Council (RAC)** and a **State Advisory Council (SAC).** Half of the members on each of these Councils are parents of students who are enrolled in special education programs. Open meetings of the Regional Advisory Council are scheduled monthly and parents are invited to attend.

FOR MORE INFORMATION . . .

BOSTON REGIONAL EDUCATION CENTER
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140

547-7472

SPECIAL EDUCATION CALL GUIDE

This **Call Guide** is designed to help you contact the appropriate resource person for a specific problem or question. It may be helpful to use this page as a worksheet. You may want to fill in the blanks so that you can refer to this page for a specific name or telephone number. When you contact a teacher or school administrator, identify yourself and your child and try to explain your question or problem clearly. Make use of the **Telephone Log** on the facing page to note your attempts to seek assistance.

	RESOURCE PERSON	NAME	TELEPHONE
NEIGHBORHOOD SCHOOL Refer to the Map Section	766 Evaluation Team Leader		
	Teacher		
	Teacher		
	Teacher		
	School Principal		
	Guidance Counselor		
	Pupil Adjustment Counselor		
	School Nurse		
	School Psychologist		
	Attendance Supervisor		
COMMUNITY DISTRICT OFFICE Refer to the Map Section	[redacted]		
	Special Education Program Specialist		
	Special Education Associate Director		
	Special Education Director		
ADMINISTRATIVE OFFICES 26 Court Street Boston, MA 02108	Administrative Assistant for Special Education	Mary Condon 7th Floor	726-6274
	Senior Advisor for Special Education	Kenneth Caldwell 7th Floor	726-6274
	Senior Manager Curriculum and Competency	Dr. Bernice Miller 8th Floor	726-6278
	Administrative Assistant to the Deputy Superintendent	William Abbott 7th Floor	726-6522
	Administrative Assistant to the Deputy Superintendent	Rick Johnson 7th Floor	726-6522
	Administrative Assistant to the Deputy Superintendent	Dr. James Walsh 7th Floor	726-6522
	Deputy Superintendent for Academic Operations	Robert Donahue 7th Floor	726-6522
	Superintendent of Schools	Dr. Robert Wood 5th Floor	726-6364
	Boston School Committee	11th Floor	726-6200

TELEPHONE LOG

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

TELEPHONE LOG

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

PERSON I TALKED TO	TELEPHONE	DATE
QUESTION / INFORMATION		
FOLLOW-UP — What do I do next?		

THE DEPARTMENT OF SPECIAL SERVICES

57
CONNECTIONS
Boston Public Schools
September 1979

THE DEPARTMENT OF SPECIAL SERVICES

The Department of Special Services is responsible for providing effective programs and services for Boston's students between the ages of 3 and 21 who are found to have special needs. Part of this responsibility is to assure that each handicapped student receives an education designed to meet his or her unique learning needs and to receive these services in the least restrictive environment. The Department works closely with schools and districts to develop new alternative options for handicapped students and to provide in-service training for teachers that will improve the quality of educational resources for handicapped students. The programs are diverse in nature and in scope. Taken collectively they represent the efforts of the Boston Public Schools to provide a continuum of special programs and services to its special students.

To Readers of this Directory,

As a result of Chapter 333 of the Acts and Resolves of 1978 for the Commonwealth of Massachusetts, the Boston Public Schools is currently engaged in a major reorganization to enhance the ability of the school system to respond more effectively to the needs of all of its students. We are restructuring central office responsibilities as well as decentralizing programmatic operations to the Districts and to the schools. Therefore, the organization chart contained in this directory will change and a supplementary chart will be provided.

Sincerely,

Robert C. Wood
Superintendent of Public Schools

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES

ADMINISTRATION
AREA OF MAINSTREAMING PROGRAMS
• Resource Room Programs
• Interlevel and Itinerant Programs
• Adapted Physical Education Programs
• Early Childhood Program
• Vocational and Pre-Vocational Programs
• Home and Hospital Program
• Compensatory Services Program
• Speech and Language Program
• Vision Resources Services
• Generic Teacher Training Program
• Interim Services
• Bilingual Special Education
• Child Service Demonstration Center
• Special Needs Connections Project
AREA OF SUPPORT SERVICES
• Attendance Unit
• 766 Evaluation Teams Unit
• School Health Services*
• School Psychological Services
• School Social Services*
Guidance Counselors
Pupil Adjustment Counseling
AREA OF SPECIAL SCHOOLS AND PROGRAMS
• Special Schools and Programs
• Prevocational and Vocational Programs
• Hearing Impaired Program
• Learning Disabilities Program
• Offsite Programs
• Offsite Pregnancy Programs
• Physically Handicapped Program
• Learning Adaptive Behavior Program
• Supportive Academic Remediation Program
• Educational and Social Development Program
• Multi-Handicapped Program
• Developmental Day Care Program
• Contracted Educational Services
• Special Transportation

*These units report to the Senior Officer for Curriculum and Competency.

PROGRAM PROTOTYPE CHECKLIST

AREA OF SUPPORT SERVICES

	502.1	502.2	502.3	502.4	502.5	502.6	502.7	502.8	502.9	502.11	page
• School Social Services (formerly Guidance)	●	●	●	●	●	●	●	●	●	●	66
• Pupil Adjustment Counseling	●	●	●	●	●	●	●	●	●	●	67
• Attendance	●	●	●	●	●	●	●	●	●	●	62
• Psychological Services	●	●	●	●	●	●	●	●	●	●	71
• Health Services	●	●	●	●	●	●	●	●	●	●	68
• 766 Evaluation Teams Unit	●	●	●	●	●	●	●	●	●	●	64
• 766 Central Review Staff				●	●	●	●	●	●	●	26

AREA OF MAINSTREAMING PROGRAMS

• Prevocational and Vocational Programs	●	●	●	●							131
• Youth Entitlement Services (YES)	●	●	●	●	●	●	●	●	●	●	144
• Early Childhood Program		●	●	●							76
• Vision Resources Services Program	●	●	●	●	●	●	●	●	●	●	85
• Speech and Language Program	●	●	●	●	●	●	●	●	●	●	81
• Home and Hospital Programs	●	●	●	●	●	●	●	●	●	●	78
• Adapted Physical Education	●	●	●	●							74
• Resource Room Programs	●	●	●								90
• Compensatory Services	●	●	●	●	●	●					80
• Bilingual Special Education	●	●	●	●	●	●	●	●	●	●	94
• Child Service Demonstration Resource Center				●					●		96
• Interim Services					●	●					92
• Special Needs Connections Project	●	●	●	●	●	●	●	●	●	●	97

AREA OF SPECIAL SCHOOLS AND PROGRAMS

• Offsite Programs	●	●	●	●	●	●	●	●	●		112
• Programs for the Hearing Impaired				●							100
• Developmental Day Care Program				●							124
• Learning/Adaptive Behavior Program (LA/B)				●							118
• Learning Disabilities Program				●							106
• Program for the Physically Impaired				●							114
• Educational and Social Development Program				●							122
• Program for the Multi-Handicapped				●							123
• Supportive Academic Remediation Program (SAR)				●							121
• Prevocational Day School				41							142
• Occupational Skill Development Centers				●							141
• Contracted Educational Services					●	●					130
• Special Transportation	●	●	●	●	●	●	●	●	●	●	127

AREA OF SUPPORT SERVICES

The Area of Student Support Services is based on the idea that there are many variables, such as psychological, sociological, medical, and personal problems, which may have an effect on a student's performance in the classroom. The Area of Student Support Services is made up of the following units which provide supportive services to students and their families:

- **Attendance Unit**
- **766 Evaluation Teams Unit**
- **School Social Services***
  - **Guidance Unit**
  - **Pupil Adjustment Counseling**
- **School Health Services***
- **School Psychological Services**

These units provide supportive services to all students attending Boston Public Schools, not just students with special needs who are involved in the 766 process.

Generally, a referral for supportive services is submitted by a classroom teacher. The referral goes to the 766 Evaluation Team Leader who is responsible for contacting the units to decide what services should be made available. Professionals from the units meet as a team, and study the problems specified in the referral. The professional with the specific expertise for a particular problem is assigned to attend to that problem. All services are followed up, documented and evaluated.

***These Units report to the Senior Officer for Curriculum and Competency.**

ATTENDANCE UNIT

The purpose of the Attendance Unit is to administer the compulsory attendance law, and to provide various support services to other school personnel. In the Boston Public Schools, there are 27 Supervisors of Attendance who are assigned by school district and geocode areas to investigate all cases concerning school attendance and child employment laws. The Supervisors of Attendance are also responsible for employment permits, educational certificates, court procedures, home investigations for tuition cases, and verification of addresses for transfers and admissions. The Supervisor of Attendance establishes communications between the school, the home, and community agencies, helps the student to understand and accept existing conditions, and participates in remedial programs to adopt more acceptable attendance and behavior patterns.

CHILDREN IN NEED OF SERVICES LAW (CHINS)

The Massachusetts General Laws state that the School Committee must provide for and enforce the school attendance of every child between the ages of 6 and 16 who is a resident of Boston. The law also mandates that Supervisors of Attendance be appointed, and designates them as the only persons authorized to enforce, by court action if necessary, the Legislature's command that all children must participate in an approved educational school, class, or program, and that no parent or anyone else shall interfere with that right. (Chapter 76, Section 2) When a child is found to be truant or a habitual school offender, the Supervisor of Attendance may file an application with the Clerk of the Court to start the Children In Need of Services (CHINS) process. (Chapter 119, Section 21)

CHILD ABUSE AND NEGLECT

Supervisors of Attendance pay special attention to all cases of suspected child abuse and neglect. They can act as a representative of the Boston Public Schools in court proceedings and referrals to the Massachusetts Department of Public Welfare.

ANNUAL SCHOOL CENSUS (CHAPTER 367)

The Supervisors of Attendance conduct the annual census and registration of all school-age children between the ages of 5 and 16, as required by the Massachusetts Department of Education.

WORK PERMITS AND EDUCATIONAL CERTIFICATES

A. MINOR'S LICENSE: Any student who reaches 12 to 14 years of age during the school year who wishes to obtain a minor's license should apply to the School Principal for **Form B.P.S. # 103**. The following information and papers are required:

1. A birth certificate or a baptismal certificate showing the applicant's date of birth.
2. A certificate of regular attendance, and at least fair conduct.
3. A statement signed by the school physician saying that the applicant is physically able to do the work intended.
4. A statement signed by the Principal saying that the applicant is mentally capable of pursuing the trade, and understands the laws and regulations governing the trade.

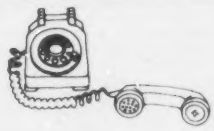
The Principal sends the above information with 25¢ to the Attendance Unit where a badge is issued and sent to the student.

B. EMPLOYMENT PERMITS: Any student between the ages of 14 to 16 may obtain an Employment Permit in the following manner:

1. The student must obtain an **A card** and a **B card** from the Principal's Office at school or at the Attendance Unit Office, 26 Court Street (7th Floor), Boston.
2. The **A card** must be filled out by the school or family physician stating that the student has been examined and is in sound health for the kind of work which the student intends to do. The **A card** must also be filled out and signed by the employer.
3. The student must bring the **A** and **B cards** and a **birth certificate or baptismal certificate** to the Attendance Unit Office at 26 Court Street (7th Floor). The Attendance Office will issue the Employment Permit.

C. EDUCATIONAL CERTIFICATE: Any student between the ages of 16 to 18 years may obtain an Educational Certificate from the Attendance Unit at 26 Court Street (7th Floor). Students wishing to apply for an Educational Certificate must bring the **employer's name and address** and **a birth or baptismal certificate**.

FOR MORE INFORMATION . . .



Attendance Unit
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

Refer to Map Section for Community District Office

766 EVALUATION TEAMS UNIT

The 766 Evaluation Teams Unit coordinates the efforts of the 766 Evaluation Team Leaders (E.T.L.'s) who are assigned to each elementary, middle and high school in the Boston Public Schools.

766 EVALUATION COORDINATOR

There is a 766 Evaluation Coordinator in each of the nine school districts in Boston. The 766 Evaluation Coordinator works closely with the 766 Evaluation Team Leaders assigned to the schools in the district. The 766 Evaluation Coordinator is responsible to the Community Superintendent, and also serves as a liaison to the Associate Director of the 766 Evaluation Teams Unit.

766 EVALUATION TEAM LEADER

A 766 Evaluation Team Leader is assigned to coordinate 766 Evaluations in each school. While most high schools and middle schools have a full time 766 Evaluation Team Leader, some of the Evaluation Team Leaders in elementary schools are responsible for more than one school. In Districts 1 through 8, the Evaluation Team Leader is responsible for every eligible learner whose family resides in the geocoded school district, whether the child attends public school or not. The Evaluation Team Leaders in the citywide District 9 schools are responsible only for the students who attend their schools. Please refer to the District Maps Section of this Directory for a complete listing of the 766 Evaluation Team Leaders and their assigned schools.

The 766 Evaluation Team Leader is a very important person in the 766 Evaluation Process. The Team Leader accepts referrals, arranges assessments, and makes sure that all assessments are completed in time for the 766 Evaluation Meeting. The Team Leader is also responsible for informing parents of their rights, and for obtaining parental signatures for consent forms and other documents needed for the evaluation. As the main link between the school and parents, the 766 Evaluation Team Leader is available to provide information or to answer questions at any time.

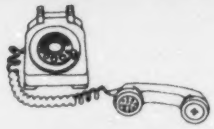
CENTRAL REVIEW STAFF

The Central Review Staff was established to review all Individual Educational Plans which recommend more restrictive placements, which include the following program prototypes:

- **program prototype 502.4 - Substantially separate programs**
- **program prototype 502.5 - Day school programs**
- **program prototype 502.6 - Residential school programs**
- **program prototype 502.7b - Home, Hospital, Regional Adolescent programs**
- **program prototype 502.8a and 502.8b - Early Childhood programs**
- **program prototype 502.9 - Diagnostic program**
- **program prototype 502.11b - Special programs for students ages 16 through 21**

The Central Review Staff is made up of personnel from the Department of Special Services. After checking the Individual Educational Plan recommended by the 766 Evaluation Team at the school, the Central Review Staff makes the final selection of program prototype. The Review Staff may determine that a less restrictive setting is more appropriate, or that a more restrictive setting should be explored for the student.

FOR MORE INFORMATION . . .

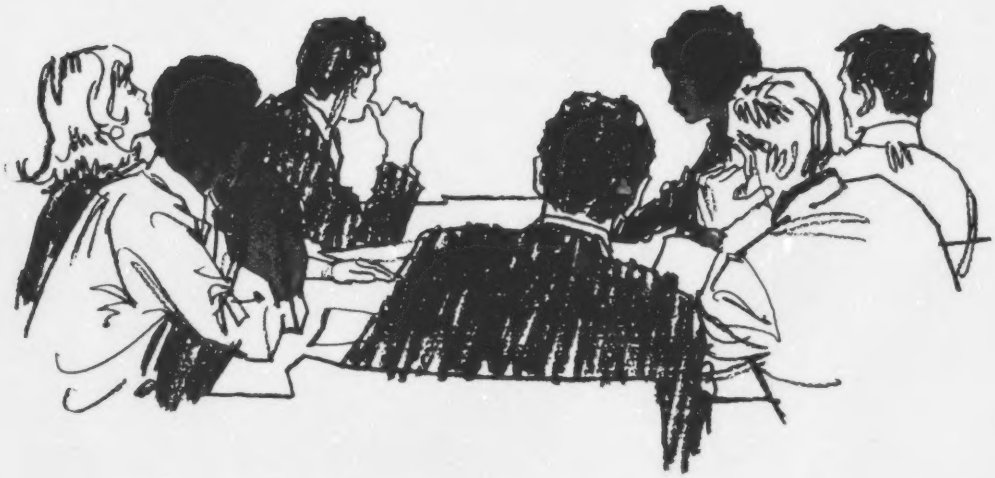


766 Evaluation Teams Unit
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6619/620

766 Central Review Staff
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6621



SCHOOL SOCIAL SERVICES

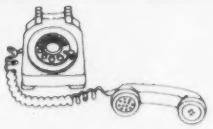
GUIDANCE COUNSELORS

The Guidance and Counseling Unit of the Boston Public Schools provides educational, vocational, and personal counseling. The names and telephone numbers of all guidance personnel can be found in the School District Map section of this Directory, listed according to the schools to which they are assigned.

The major responsibility of guidance personnel is to help students make personal decisions,educational plans, and occupational choices. Students and parents should feel free to consult with guidance advisors/counselors at any time, not just when there is a problem. Guidance personnel can be particularly helpful in the following situations:

- **Applying for college or a technical school.** Guidance counselors have a great deal of information about these schools, including admission requirements, application procedures, tuition, and the types of programs and courses offered by each school.
- **Preparing for college boards and entrance examinations.** Guidance counselors have the latest information and application forms, and they can help students to prepare for these exams.
- **Obtaining financial aid for school costs.** Guidance counselors can help students and parents find out if they are eligible for scholarships and/or financial aid programs.
- **Choosing courses and curriculum.** Guidance counselors can assist students in selecting the curriculum and courses which will help them achieve their educational or vocational goal.
- **Dealing with school related problems.** The guidance counselor is an advocate for students who are having problems with particular courses or teachers. They may also be able to help students who have been suspended or expelled from school for disciplinary reasons.
- **Making career choices.** Guidance counselors can provide information and suggestions about many specific careers and types of jobs. They can also provide information about opportunities in the military services.
- **Dealing with personal problems.** Guidance counselors can often help students and parents find community resources and provide personal counseling whenever requested.
- **Understanding test results and school forms.** Guidance counselors interpret test results, and assist students and parents in understanding and filling out school forms.

FOR MORE INFORMATION . . .



Guidance
Department of Special Services
26 Court Street - 6th Floor
Boston, Massachusetts 02108

726-6201/202

SCHOOL SOCIAL SERVICES
PUPIL ADJUSTMENT COUNSELORS

The Pupil Adjustment Counselor is a social worker/counselor who has had special training and experience in a school setting. The Pupil Adjustment Counselor can be a very helpful link between the school, the parents, and community resources.

766 EVALUATION

Pupil Adjustment Counselors gather information and sometimes prepare the Social Assessment in the 766 Evaluation process. The Social Assessment helps the Evaluation Team understand how other factors may affect the student's performance in school. With the parents' permission, the Pupil Adjustment Counselor may conduct a home visit to find out more about the student's life at home and in the neighborhood. During a home visit, the Pupil Adjustment Counselor will ask questions about friends and other significant people in the student's life, and how the student feels about school. The purpose of the home visit is to try to understand the causes of any problems at school so that solutions can be suggested. The Pupil Adjustment Counselor, as a member of the 766 Evaluation Team, prepares a written report, interprets the results at the Evaluation Meeting, and makes suggestions for the Educational Plan.

ADVOCACY

When problems arise in the school, the Pupil Adjustment Counselor talks with teachers and other school personnel on behalf of a student or parent. The Pupil Adjustment Counselor can also help the parent identify the problems, and suggests possible solutions.

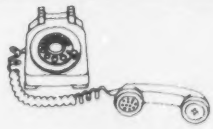
INFORMATION AND REFERRAL

Pupil Adjustment Counselors have extensive knowledge of the community resources available to families in Boston, including courts, welfare, counseling services,hospitals, health centers, recreational programs, and government agencies. An important part of the Pupil Adjustment Counselor's job is to make referrals to community resources for families in need of supportive services. Pupil Adjustment Counselors can find out what eligibility requirements must be met and can assist the parents to make initial contact with the proper resource to meet their needs. The Pupil Adjustment Counselor can also act as an advocate to make sure that the family receives the services.

SHORT-TERM COUNSELING

Pupil Adjustment Counselors can provide short-term counseling to families upon request. If long-term counseling or more intensive help is desired, the Pupil Adjustment Counselor can make a referral to the proper agency or counselor.

FOR MORE INFORMATION . . .



Pupil Adjustment Counseling
Department of Special Services
26 Court Street - 6th Floor
Boston, Massachusetts 02108

Refer to Map Section for Community District Office

SCHOOL HEALTH SERVICES

The School Health Services Unit provides primary health care to all students enrolled in the Boston Public Schools. The purpose of School Health Services is to identify potential health problems, and to help parents obtain treatment. Parents have the primary responsibility for the health of their children. School Health Services coordinates the health care of the student with the family's private physician or neighborhood health center to insure the best possible health care.

THE SCHOOL PHYSICIAN

The School Physician comes into the school at a regularly scheduled time. Each School Physician is responsible for several schools, and his/her duties include:

- visiting the schools which have been assigned, and examining students referred by the School Nurse or by classroom teachers.
- conducting Medical Assessments for the 766 Evaluation process.
- immunizing students against contagious diseases.

THE SCHOOL NURSE

The School Nurse is based at the school, and her/his duties include:

- making referrals to family physicians and community health services.
- making home visits and gathering information for the 766 Evaluation process.
- providing emergency health care and first aid whenever necessary.
- coordinating immunization programs to prevent childhood communicable diseases.
- coordinating screening programs for early detection and treatment of medical problems such as tuberculosis, vision, hearing, anemia, etc.
- participating as a member of the 766 Evaluation Team to interpret medical information and help in the development of the Educational Plan.
- contacting the hospital after a child has made a visit to a health facility, interprets instructions to parents, and following up on cases.

CLASSROOM INSPECTIONS

Routine health inspections are carried out by the School Nurse to identify health problems in the classroom. The so-called "nuisance diseases" such as ringworm, scabies, athlete's foot, impetigo, and plantar warts are treated to prevent the spread of infection to other students.

MEDICATION

If a student is taking medication prescribed by the family physician during school hours, a parent or responsible adult should come to the school to give the medication to the child. If this is not possible, the School Nurse or the School Physician will administer medication with written parental consent and the doctor's prescription.

766 EVALUATION PROCESS

The School Physician conducts the physical examination for the 766 Evaluation. The School Nurse collects information for the medical and social assessments by interviewing the parents in the home or at the school. The School Nurse also gathers and interprets other medical information from the student's health records, and arranges for evaluations of medical problems such as vision, and hearing. As a member of the Evaluation Team, the School Nurse attends the Evaluation Meeting to interpret medical and sociological information and to help in the development of the Educational Plan.

766 EARLY CHILDHOOD SCREENING PROGRAM

The School Nurse plays an important role in the early childhood screening program which is designed to identify the special needs of three and four year old children. The School Nurse interviews the parents to get a comprehensive health history to find out if the child has had any special health problems. Vision, hearing and lead paint poisoning tests are included in the assessment. After all the medical tests are completed, the School Nurse interprets the findings, and may suggest changes in the educational program.

PHYSICAL EXAMINATIONS

Physical examinations are required at several different times during a student's stay at school. The purpose of routine physical examinations is to discover medical problems as soon as possible, and to prevent the spread of contagious diseases to other students. Physical examinations can be conducted by a family physician, a neighborhood health center, or by the School Physician.

The School Health Services Unit makes sure that physical examinations are conducted for:

- children entering kindergarten or first grade.
- students entering the Boston Public Schools from other school systems.
- all students in grades 4, 7, and 10.
- all students participating in competitive sports.
- students applying for work permits.
- students referred by the School Nurse, teachers, or other school personnel.

If any problems are found in the physical examination, a written notice is sent to the parents explaining what treatment is required. The School Nurse also contacts the parents to help make a referral to the family physician or other medical facilities.

ADOLESCENT HEALTH SERVICES

School Nurses provide counseling and referral services for many health-related problems experienced by adolescents, including:

- pregnancy and use of birth control drugs
- venereal diseases
- alcohol problems
- drug abuse
- emotional problems

CHILD ABUSE AND NEGLECT

School Nurses and Physicians are required by Massachusetts law* to report suspected cases of child abuse and/or neglect. The School Nurse is a key professional in the documentation of child abuse cases.

* Chapters 119A, 51A, and 51B of the General Laws, amended by Chapter 1076.

SCREENING PROGRAMS

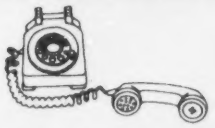
The School Nurse coordinates special screening programs during the school year to identify special health problems. The purpose of these screening programs is to identify health problems, not to treat them. The School Nurse will follow up on each health problem which is identified in a screening program, and help the student and parents to obtain the needed services from a physician or health center. The routine screening programs conducted each year in the Boston Public Schools include:

- Hearing and Vision
- Tuberculin Tine Skin Test
- Lead Paint Poisoning Screening
- Dental Screening
- Scoliosis Screening

IMMUNIZATIONS

The Boston Public Schools are required by law to make sure that all children are fully immunized. Parents registering children in the Boston Public Schools for the first time must present a physician's certificate that shows that the child has been successfully immunized against diptheria, pertussis (whooping cough), tetanus, measles, and polio. Although not required by law, immunizations for mumps and rubella (german measles) are strongly recommended. Once children are enrolled in school, the School Nurse will make sure that all students are given booster shots at the proper time.

FOR MORE INFORMATION . . .



School Health Services
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

Refer to Map Section for Community District Office

SCHOOL PSYCHOLOGICAL SERVICES

A school psychologist is a person who has had extensive training in the study of human behavior and additional training in educational development and experience working in a school setting. School psychologists provide direct services to students and their families, teachers, and school administrators.

School psychologists in the Boston Public Schools work with children and youth in regular education programs as well as children in special education programs. The school psychologist conducts the Psychological Assessment in the 766 Evaluation Process, makes diagnoses, provides short-term counseling to students and parents, and offers consultation services to parents, teachers and school administrators.

PSYCHOLOGICAL ASSESSMENTS

In order to understand why a student is having problems in school, the school psychologist may want to know about the student's life at home, and about other factors which may affect school work. An important part of the job of the school psychologist is to identify strengths and needs of children so that programs can be designed to meet the individual needs of each student. School psychologists collect information about a student's development by:

- systematic observation of the student within the classroom and school setting.
- consultation with the student, parents, teachers, school administrators, and other significant persons who work with the child every day.
- administration and interpretation of psychological and educational tests that evaluate the student's strengths and needs.

The school psychologist is skilled in administering different kinds of tests which will help to give a good picture of the student's strengths and special needs. Before starting the evaluation, the psychologist usually tells the student what the test is about, and why the evaluation is being conducted. Upon completion of the evaluation, the results are interpreted to parents and concerned school team members.

It is important to realize that there are many different kinds of evaluations which are designed to measure different things. No one instrument or test can be used alone to determine all of a child's strengths and individual needs. The school psychologist uses a combination of different tests in order to get a comprehensive picture of each child.

DIAGNOSTIC SERVICES

A **diagnosis** is a definition of the problem after all the tests and assessments have been completed. After helping to identify a child's special needs, the school psychologist works with parents, teachers, and other school personnel to develop an educational program which will meet the student's individual needs.

COUNSELING AND BEHAVIOR MANAGEMENT SERVICES

Many times school psychologists provide short-term individual and group counseling services to students who experience academic or behavioral problems that interfere with school learning. School psychologists also work with parents and teachers in the development of programs to improve the emotional and behavioral development of students.

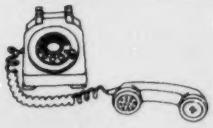
CONSULTATION SERVICES

School psychologists provide educational and psychological consultation to parents, teachers, school administrators, and other professionals. Some school psychologists conduct training programs for teachers and staff concerning the application of psychological and educational research and theory to the classroom and school setting.

A parent can ask for a psychological referral to get more information about a child by contacting the school principal. The school psychologist may be able to help parents and teachers deal with some of the following types of behavior:

- unusual behavior patterns
- hostile/aggressive behavior
- discipline problems at home and at school
- poor academic achievement
- sudden changes in grades
- serious difficulties with peers
- withdrawal/depression

FOR MORE INFORMATION . . .



726-6565

School Psychological Services
Department of Special Services
26 Court Street - 6th Floor
Boston, Massachusetts 02108

AREA OF MAINSTREAM PROGRAMS

The **Area of Mainstream Programs** has two major goals: to provide support and assistance to special needs students in regular classes; and to move special needs students into regular education classes as quickly as possible. The term **"mainstreaming"** as it applies to Special Education basically means keeping students within regular education as much as possible with any necessary help given to students and the teachers of the students.

The largest number of students in Mainstream Programs have a "home base" in regular education. They leave their regular education class to receive special services but are not fully removed from regular education. The number of students in special education instructional groupings may not exceed eight at any time with a teacher or twelve at any time with a teacher and an aide.

Included in the Mainstream Area are programs or services specifically for bilingual students who have special needs. This consists of: bilingual resource rooms, 2 early childhood classes, 1 bilingual liaison teacher, 2 bilingual speech therapists, 1 bilingual vision teacher, and bilingual teacher aides. The language groups involved are Chinese, Greek, Italian, Portuguese, Haitian-French, and Spanish.

Usually a student who is suspected of having special needs goes through the pre-referral process. At this time, all resources in regular education are used. Only then is a student referred and evaluated by a 766 Evaluation Team which determines if the child does need Special Education.

Generally, if the student is evaluated as being a 502.1, 502.2, or 502.3 prototype, he/she is placed in the appropriate mainstream program.(For more information about program prototypes, please refer to page 24) Support and assistance is provided to the student and/or the teacher of the student.

- **Adapted Physical Education Programs**
- **Early Childhood Program**
- **Home and Hospital Program**
- **Compensatory Services Program**
- **Speech and Language Program**
- **Vision Resources Services**
- **Resource Rooms**
- **Generic Teacher Model**
- **Interim Services**
- **Bilingual Special Education**
- **Child Service Demonstration Center**
- **Special Needs Connections Project**

ADAPTED PHYSICAL EDUCATION

Physical Education plays an important part in the general education for all students. To ensure that selected special needs students receive the time and attention required for growth and development, an **Adapted Physical Education Program** is essential.

Adapted Physical Education provides special services for students with special needs whose Individual Educational Plans (IEP) specifically require it. An Adapted Physical Education staff person attends the 766 Evaluation Meeting whenever possible.

A referral may be made by the 766 Evaluation Team, the parent, the Physical Education Staff, or others who may be working professionally with the student. After the referral process has been completed, the student will be screened. The activities performed in the screening process will help the staff to determine the student's specific needs and abilities, and to design an individual and/or group program to meet those needs.

The Department of Special Services provides adapted physical education instructors who travel to different schools. The instructors teach students in individual and/or group situations on a weekly basis. They also suggest activities to classroom teachers to help students in the classroom setting.

At the present time, there is also a model Adapted Physical Education Program at the Marshall Elementary School. This federally-funded program employs a full-time adapted physical education staff to conduct programs for special needs students attending the Marshall School.

Generally, activities for adapted physical education begin on a basic level and advance as the student's ability progresses. The following is a brief description of the levels and some examples of activities for each level:

LEVEL I — develops the motor skills necessary for self-help and survival.

LEVEL II — develops the student's basic movement patterns, fundamental motor skills, and perceptual skills through activities such as running, hopping, skipping, jumping, crawling, stretching, and eye-hand coordination.

LEVEL III — improves skills developed in Levels I and II to perform more difficult activities such as stunts, tumbling, simple games, relay and tag games, and classroom games.

LEVEL IV — teaches students activities which will help them participate in specific sports, games, and higher organized activities.

LEVEL V — introduces students to games, sports, and higher organized activities. The specific activities may include team/dual/individual sports, gymnastics, swimming, volleyball, basketball, track and field, etc.

The specific objectives of adapted physical education are very much dependent upon the needs of individual students. The following are some general objectives which apply to most students:

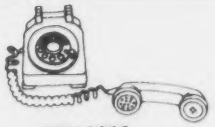
PHYSICAL OBJECTIVES
- improved general physical health and appearance
- improved basic motor skills and fundamental body movements
- increased physical stamina
- more balanced growth and development
- improved posture

SOCIAL OBJECTIVES
- better self-help skills
- more respect for the rights of others
- cooperation and acceptance of responsibilties in group situations
- improved leadership qualities

EMOTIONAL OBJECTIVES
- improved self-image and increased self-respect through own achievements
- greater self-discipline and emotional stability
- a greater interest and more positive attitude towards play and recreation
- acceptance of evaluation, direction, authority and constructive criticism

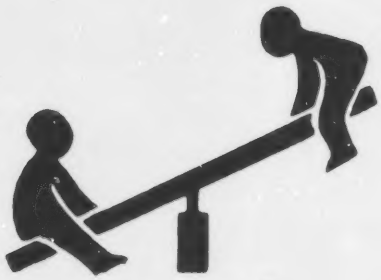
INTELLECTUAL OBJECTIVES
- improved work habits and approaches to work
- improved attention span and ability to concentrate
- improved communication skills and language development
- better ability to follow directions

FOR MORE INFORMATION . . .



Adapted Physical Education Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108
726-6262

Director of the Gross Motor Program
Marshall Elementary School
35 Westville Street
Dorchester, Massachusetts 02124
436-3130



766 EARLY CHILDHOOD SERVICES AND PROGRAMS

SCREENING FOR THREE AND FOUR YEAR OLDS

With early identification and early provision of special services, many young children with special needs can participate in regular educational programs. Under Chapter 766 and Public Law 94-142, all children ages 3 and 4 may be screened to detect special problems which may affect their success in regular educational programs.

The Boston Public Schools, through the Department of Special Services, sponsors an **annual screening program** for 3 and 4 year old children. Parents are encouraged to use this service.

The Screening for 3 and 4 year olds takes place yearly. A Superintendent's Circular explains the screening program to all personnel in the central offices, district offices, and schools throughout the City. A notice for parents is printed in several languages describing the program and listing the screening dates, times and locations. These notices are distributed to community-based religious, social, health and recreational agencies, and local shopping areas. News releases describing the program are sent to city-wide and community newspapers as well as to radio and television stations.

Parents or guardians requesting screening may submit reports of the most recent physical examination of their child and any educational program information that might be helpful to the screening team. At the time of the screening, parents are given information about the screening process and the opportunity to review the results. Assistance is given to parents if they wish to have further assessments, or if contact with a medical facility is needed. Bilingual assistance is available during and after the screening.

The areas that are covered in the screening are:

- Parental interview
- Student's health history
- Student's vision and hearing
- Student's visual/auditory, motor, and language abilities

The initial screening program may identify a child with special needs. The child is screened again for a closer look at specific needs. Parents may request a 766 Evaluation and an Indvidual Educational Plan (IEP). The Individual Educational Plan will determine which of several **Early Childhood Programs** would be appropriate for the student based on age, abilities and needs. Parents may request a 766 Evaluation without taking advantage of the annual screening.

766 EARLY CHILDHOOD PROGRAMS

There are two basic kinds of 766 Early Childhood Programs which are available through the Department of Special Services. Bilingual Early Childhood classes are provided for Spanishspeaking students.

The 766 Early Childhood Classes are for the most part **substantially separate classes** which serve 3 and 4 year old students. Among the options available for some 5 and 6 year old students with demonstrated substantial need is an Early Childhood II Transitional Program. All basic skills are developed according to each student's Individual Educational Plan. Emphasis is placed on readiness for the educational process.

There is a **766 Integrated Early Childhood Program** for those students who are ready to be mainstreamed into a regular part or full-time kindergarten program. The length of the student's school day is prescribed by the Individual Educational Plan. The Integrated Early Childhood Program provides the student's regular teacher with support and consultation, and offers direct support services to students if needed.

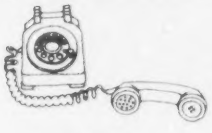
Both the Substantially Separate Program and the Integrated Program use a basic skills development curriculum. The curriculum helps students become self-directed, independent learners while stressing the development of basic skills:

- **sound awareness and discrimination of sound**
- **cognitive skills** - number concepts, object classifications
- **conceptual skills** - color, size, shape and direction
- **language development**
- **outdoor play and recreation**
- **perceptual motor skills** - includes visual and auditory awareness activities as well as activities for developing muscles and physical coordination
- **reading readiness** - activities to develop and reinforce letter recogition and sound
- **safety skills**
- **vision analysis and discrimination**
- **vocabulary development**
- **social relationships** - group activities developing peer interactions and relationships
- **self-concept** - activities developing self-discovery and self-worth

All resources within the Boston Public Schools are available to students in Early Childhood Programs. Support services and special transportation are provided when needed.

Parental participation is very important. Parents are encouraged to visit the programs and meet with teachers.

FOR MORE INFORMATION . . .



766 Early Childhood Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6262

HOME AND HOSPITAL INSTRUCTION PROGRAMS

There may be times in a student's life when he/she must stay in a hospital or at home instead of being able to attend school. To help maintain the student at functioning level, **itinerant teachers** tutor these students during their stay in the hospital or at home. Itinerant teachers are certified school teachers assigned to the **Home and Hospital Program** within the Department of Special Services. These teachers travel to different locations in the City, depending upon where they are needed. Full-time teachers are assigned to some of the larger children's hospitals.

This Program runs concurrently with the regular school year and during the hours of a regular school day. Home instruction is usually given on an individual basis. Hospital instruction is adapted to the special needs of the student, and may be given in small groups at bedside or in hospital classrooms. Instruction is usually provided four times a week, each session lasting an hour depending upon the student's health and the recommendation of his/her physician.

When students are admitted to a hospital in Boston, they receive information about the type of instruction available and how to secure the service. The following is an example of the kind of information given by a hospital to school aged patients and their parents:

THE SCHOOL PROGRAM

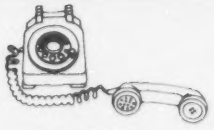
School aged children who are living in Boston may be instructed at some hospitals by certified teachers from the Boston Public Schools. This Program is available to all children attending public, private, or parochial schools. School-aged students whose home is outside the City of Boston, but who are being hospitalized in the City, are also eligible to receive instruction. The Boston Public Schools provides a teacher for the out-of-town students and the bill for services is paid by the city where the student lives.

The procedure for receiving student instruction is the following:

1. Teachers are notified by referrals from doctors, nurses, parents and/or social service agencies.
2. The student's doctor must sign a form which is provided by the hospital or by the school. This form is sent to the Department of Special Services.
3. Students are asked to bring their textbooks so that the hospital instruction is the same as the material being covered in the students' schools.
4. Parents are asked to give the following information to the home and/or hospital teacher:
    A. student's name
    B. school, address and telephone number
    C. grade of student
    D. name of guidance counselor
5. Instruction will be given regularly depending upon the student's condition.
6. When the student returns to school, records of attendance, scholarship, and subject matter covered are sent to the home school.
7. If the student must remain at home, a home tutor will be provided. The Department of Special Services must receive a form signed by the student's doctor. The form is provided by the student's school or hospital upon request.

When students no longer need home and/or hospital instruction, they will return to school. Each Home/Hospital teacher will write a report which includes a review of the program, academic progress, and attendance of the student. These reports are on file at the student's school and are available to parents and to students who are 14 years old or older.

FOR MORE INFORMATION . . .



Home and Hospital Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6292

The Principal at the student's school — **See the Maps Section**

The student's Hospital — **Refer to the Community Resource Section**

COMPENSATORY SERVICES PROGRAM

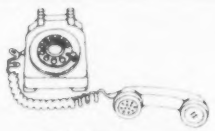
According to Chapter 766 and Public Law 94-142, students who are found to have special needs must receive services and programs within 45 days of application. Those students who experience a delay of more than 45 days are eligible to receive **Compensatory Services.**

Each case is reviewed individually to determine eligibility. If a student is found to be eligible, the parents are contacted for information and approval. Students receive only those services which relate to the specific services prescribed in the Individual Educational Plan (IEP).

The following services are provided by the Department of Special Services, and are monitored by court-appointed personnel and the Boston Public Schools:

- Tutoring offered during the school day
- After school activities related to the general and specific objectives in the student's Individual Plan (IEP).
- Weekend activities related to the general and specific objectives in the Individual Educational Plan (IEP).
- Special activities for high school dropouts
- Other specific activities and services as necessary to meet the objectives written in the student's Individual Educational Plan (IEP).

FOR MORE INFORMATION . . .



726-6581

Compensatory Services Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

SPEECH AND LANGUAGE PROGRAM

Speech, hearing, and the ability to communicate are very closely related. The ability to communicate effectively is often impaired in children with hearing, speech, or language problems. Students with these special problems are served by the **Speech and Language Program.**

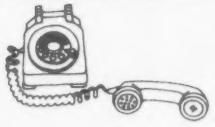
Speech and Language therapists are involved in the detection, assessment, and remediation of speech and language impairments in students ages 3 through 21 years of age. They travel to the schools and provide therapy to students who are enrolled in regular classes, resource rooms, or substantially separate programs. The objectives written in the student's Individual Educational Plan (I.E.P.) during the 766 Evaluation determine the program of remediation. They are also consultants, and provide demonstrations and materials for the student's classroom teacher(s). The Speech and Language Therapists also serve as resource persons to parents and community agencies. Two bilingual Speech and Language Therapists are available to help Spanish-speaking students in the program.

An **Audiologist** works with hearing impaired students, and also consults with teachers and parents. Students with more severe hearing disorders that interfere with their learning are served by the Hearing Impaired Program. (Please refer to page 100 for program description)

Two classes for young **aphasic students** ages 4 through 8 years of age are also available through this program. Aphasia is the inability to use and/or understand spoken language as a result of damage or defect in the central nervous system. These classes are located at the Jackson-Mann School.

Parent-teacher cooperation is important if students are to receive maximum benefits from therapy. Parents are encouraged to make appointments to talk with their child's speech and language therapist. The specialist may suggest activities to practice at home.

FOR MORE INFORMATION . . .



Speech and Language Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6597

GENERAL INFORMATION ABOUT SPEECH AND LANGUAGE

Speech and language disorders include difficulty or inability to understand and/or correctly use speech and language to communicate with others. These disorders may range from a minimal amount of stuttering to complete inability to communicate with speech and language.

It is very important to have these disorders treated early, as they become more difficult to treat in later years. If you have questions about speech and language, contact the speech and language specialist in your school or call the speech and language clinic in the nearest neighborhood health center or hospital.

SPEECH AND LANGUAGE DISORDERS

- **Delayed language** is characterized by a noticeable slowness in the development of language skills necessary for communication.
- **Articulation** means the way in which sounds are formed and combined. Articulation disorders are often characterized by substituting one sound for another (wabbit for rabbit), omitting a sound (han for hand), and distorting a sound (schlip for sip).
- **Stuttering** is a widely recognized speech problem where there is an interruption in the flow or rhythm of speech. Stuttering is often characterized by hesitations, repetitions, or prolongation of sounds, syllables, words or phrases.
- **Voice disorders** are characterized by inappropriate pitch (too high, too low, never changing, or interrupted by breaks); loudness (too loud or not loud enough); or quality (harsh, hoarse, breathy, or nasal).
- **Aphasia** is the inability to use and/or understand spoken language.

CAUSES OF SPEECH AND LANGUAGE DISORDERS

This is a general list of some of the possible causes of speech and language disorders. For a more detailed explanation of how these causes may affect communication, contact a **speech and language therapist.**

- Developmental delay
- Non-stimulating environment
- Neurological damage
- Hearing loss
- Physical impairments such as cleft lip or palate
- Cerebral Palsy and other Neuromuscular Disorders
- Severe head injuries
- Short memory span
- Viral diseases
- Vocal abuse

IMPORTANT PEOPLE TO KNOW

Speech and language specialists (sometimes called pathologists or therapists) are professionals in the area of human communication, its normal development and its disorders. Speech and language specialists provide many services including:

- Assisting individuals with voice disorders to develop proper control of the vocal and respiratory systems for correct voice production;
- Assisting individuals who stutter to cope with their disorder and to increase the amount of fluent speech;
- Assisting individuals with aphasia to develop speech and language skills;
- Counseling individuals with speech and language disorders to understand their disorders and to achieve more normal communication in educational, social, and vocational settings;
- Helping individuals and the community to understand speech and language disorders.

PLACES TO WRITE FOR MORE INFORMATION

The national organizations listed below publish free information and catalogs which are available upon request. Be sure to check your local library for other resource materials.

THE AMERICAN SPEECH AND HEARING ASSOCIATION
10801 Rockville Pike
Rockville, Maryland 20852

THE NATIONAL ASSOCIATION OF HEARING AND SPEECH AGENCIES
919 18th Street, N.W.
Washington, D.C. 20006

SPEECH FOUNDATION OF AMERICA
152 Lombardy Road
Memphis, Tennessee 38111

COMMUNITY RESOURCES

The city-wide community resources listed below may be able to provide information and services related to speech and language problems. The School's Speech and Language Program, neighborhood health centers, clinics, and hospitals may be able to provide additional information.

BOSTON UNIVERSITY 353-3188
Speech Pathology and Audiology Clinic
48 Cummington Street
Boston, Massachusetts 02215

BOSTON UNIVERSITY MEDICAL CENTER 247-5462
Daniel's Speech and Language Clinic
82 East Concord Street
Boston, Massachusetts 02118

CHILDREN'S HOSPITAL MEDICAL CENTER 734-6000
Hearing and Speech Division
300 Longwood Avenue
Boston, Massachusetts 02215

EMERSON COLLEGE 536-7255
Robbins Speech and Hearing Clinic
168 Beacon Street
Boston, Massachusetts 02116

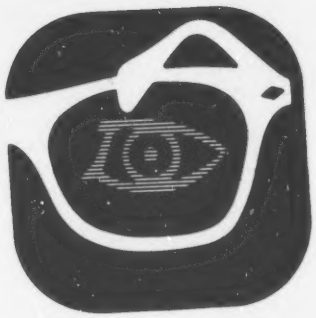
KENNEDY MEMORIAL HOSPITAL 254-3800
Speech and Hearing Department
30 Warren Street
Brighton, Massachusetts 02135

MASSACHUSETTS GENERAL HOSPITAL 726-2763
Speech and Language Clinic
Fruit Street
Boston, Massachusetts 02114

MASSACHUSETTS SPEECH AND HEARING ASSOCIATION
P.O. Box 547
Lexington, Massachusetts 02173

NORTHEASTERN UNIVERSITY 437-2492
Hearing, Language and Speech Clinic
70 Forsyth Street
Boston, Massachusetts 02115

TUFTS NEW ENGLAND MEDICAL CENTER 956-5300
Speech, Hearing and Language Center
185 Harrison Avenue
Boston, Massachusetts 02111



VISION RESOURCES SERVICES

The Boston Public Schools provide several resources and services for visually impaired students. **Vision Resources Services** provides support to regular education and special education teachers who work with low vision and blind students aged 3 through 21.

Eligibility for these services is determined by two factors: a medical report from an eye doctor (ophthalmologist or optometrist) and a functional vision evaluation by a certified teacher of the visually handicapped. The vision evaluation will determine the amount and type of service that will be recommended at the 766 Evaluation proceedings. Measurement of visual acuity is not the only determining factor for program eligibility. Teachers and other school personnel should refer students with a history of eye medical problems or severe refractive errors. Referral should also be considered for students who already have glasses, but who are still having problems in school. Pre-schoolers, kindergarteners, and other young students who wear patches should be referred immediately.

Some of the specific services and programs offered by Vision Resources Services are:

- **The Early Childhood Classroom** serves pre-school students with low vision. Students may participate for a half or a full day, depending upon their needs and abilities as documented in their Individual Educational Plan (IEP).

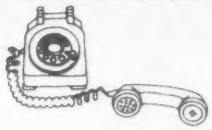
- **Itinerant Teachers** travel from school to school, depending upon the students' needs. The Itinerant Teachers are responsible for providing direct support to teachers who are working with visually impaired students. There is a Spanish/Bilingual Itinerant Teacher, an Itinerant Teacher for multihandicapped deaf/blind students and a vocational education specialist. The teachers provide direct service to students, including vision stimulation activities, academic support, practice in the use of low vision aids, development of auditory skills and socialization skills.

- **Vision Resource Rooms** are available at the elementary and middle levels for students who have program prototypes 502.2, 502.3 and 502.9. Students use the Vision Resource Rooms on a part-time basis for special skills or remedial help during the school day. The amount of time that students spend in the Vision Resource Room depends upon their Individual Educational Plan (IEP). A Spanish/Bilingual Vision Resource Teacher is available.

- **Substantially Separate Classrooms** are available in elementary and middle schools for students with program prototypes 502.4 and 502.9. These programs provide services to multi-handicapped students and students requiring extensive diagnostic procedures.

- **Adaptive Physical Education** is available for all students in school-based programs.
- **Orientation and Mobility Training** teaches visually impaired students to adapt independently to new situations and environments.
- **Parent-Child Education** is available for students with program prototypes 502.8 and 608.1. This supplementary program is designed to provide training and support for parents to enable them to participate in the education and treatment of their child. School personnel will work with parents so that learning and skill aquisition can be reinforced in the home.
- **Special materials and equipment** are available, including braille and large print books, tape recorders, typewriters, and braillewriters.
- **Private Placements** for students with program prototypes 502.5 and 502.6 are made with the assistance of the Vision Resources Services staff and students' progress is also monitored.
- **Assistance in vocational planning** for parents is available through this program.
- **Support Services**
  - **School Eye Clinic** - 515 Hyde Park Avenue, Roslindale. A consulting Ophthalmologist is available for eye medical problems.
  - **A Reader Service** for school communications is available for parents who are visually impaired or blind. Transcription of school documents into Braille is available if required.
  - **Special transportation** is provided for reasons of student safety or distance if necessary. The type of transportation is determined by the student's Individual Educational Plan (IEP).
  - **Coordination with The Commission of the Blind** or other useful community agencies when necessary.

FOR MORE INFORMATION . . .



The Vision Resource Services Supervisor
515 Hyde Park Avenue
Roslindale, Massachusetts 02131

327-4129

GENERAL INFORMATION ABOUT VISION

IMPORTANT PEOPLE TO KNOW

Ophthalmologists or Oculists are physicians who specialize in the diagnosis and treatment of defects and diseases of the eye. They can perform surgery or prescribe other types of treatment including glasses, as necessary.

Optometrists are licensed, nonmedical practitioners. They measure irregularities in the size or shape of the eye, and eye muscle disturbances. Optometrists may prescribe glasses, prisms and exercises but are not qualified to prescribe medication.

Opticians grind lenses for eyeglasses, fit them into frames and adjust the frames to the wearer.

Teachers of visually impaired students provide support services such as compensatory skills, including braille reading and writing, listening skills, daily living skills, socialization skills, and vision stimulation. Teachers also provide parent training and coordinate agency involvement.

Orientation and Mobility Specialists teach students to familiarize themselves with new surroundings and to travel independently.

SIGNS OF POSSIBLE EYE TROUBLE

BEHAVIOR
- rubs eyes excessively
- squints when looking at distant objects
- blinks more than usual
- closes or covers one eye
- holds books closely to eyes
- shows preference for using only one eye
- is unable to see distant objects clearly
- is extremely sensitive to light

APPEARANCE
- has red, swollen or encrusted eyelids
- has inflamed or watery eyes
- has recurring styes
- has crossed eyes

COMPLAINTS
- eyes itch or burn
- can not see well
- has blurred or double vision
- has dizziness, nausea, or headaches after much eye use

DO YOU KNOW THAT . . .

- Glasses do not always help to correct vision.
- Vision cannot be saved. People with eye problems should be encouraged to use their eyes, unless told otherwise by a doctor.
- Loss of vision in one eye does not mean a loss of half of a person's entire vision; it is usually much less than half.
- Sitting very close to a television which is working properly will not hurt the eyes.
- Holding a book or other printed material close to the eyes will not hurt them.
- Dim light will not hurt the eyes. With some eye conditions such as cataracts and albinism, individuals may feel more comfortable with less light.

SOME COMMON EYE PROBLEMS

The best defense against any of the following eye problems is a medical eye examination at least every two years and quick attention to any signs of possible eye problems. If you have any questions, call your family doctor or neighborhood health clinic. If there is a serious problem, they will be able to make a referral to a doctor who specializes in vision problems.

Albinism is a hereditary condition which causes a lack of pigment throughout the body, including the eyes. Individuals with this condition are very sensitive to light and sometimes wear tinted glasses. Albinism is usually accompanied by another eye problem called **nystagmus.** (see the description below)

Astigmatism is a condition which causes blurred vision which is caused by a defective curvature of the eye.

Cataracts result when the normally transparent lens of the eye becomes cloudy or opaque, preventing some or all of the light rays from entering the eye. Cataracts are the most important single cause of blindness among adults, but if they are diagnosed and treated early through surgery, the condition can be effectively cured.

Glaucoma occurs when the pressure of the fluid inside the eye is too high. There are two kinds of glaucoma: **acute**, which develops suddenly with severe pain and reduced vision; and **chronic**, which develops slowly and may occur without any noticeable symptoms. Glaucoma is the second greatest cause of blindness in the country, and must be treated early through medication or surgery.

Hyperopia is a condition in which the eyeball is too short from front to back, causing farsightedness. Persons who are farsighted can see objects that are far away, but have difficulty seeing things up close.

Nystagmus is a condition in which there is uncontrolled, rapid movement of the eyeballs from side to side or up and down.

Retintis Pigmentosa is a hereditary condition which is caused by a degeneration of the retina. The condition causes night blindness and then a gradual loss of peripheral vision. Although some individuals with this condition do lose all of their vision, many do retain some of their central vision.

Retrolental Fibroplasia (RFL) is a visual impairment which is caused by oxygen administered to some incubated, premature infants.

Strabismus is a condition in which the eyes are not able to focus simultaneously on an object because of weak eyeball muscles.

COMMUNITY RESOURCES

The city-wide community resources listed below may be able to provide information and services related to vision. The School's Vision Resource Services, and many neighborhood health centers and hospitals may also provide additional information.

DIVISION OF SPECIAL EDUCATION Specialist: Visually Handicapped Children Beaman Street West Boylston, Massachusetts 01583	727-1346
MASSACHUSETTS COMMISSION FOR THE BLIND 110 Tremont Street Boston, Massachusetts 02108	727-5550
MASSACHUSETTS SOCIETY FOR THE PREVENTION OF BLINDNESS 375 Concord Avenue Belmont, Massachusetts 02178	489-0007
REGIONAL LIBRARY FOR BLIND AND PHYSICALLY HANDICAPPED Perkins School for the Blind 175 North Beacon Street Watertown, Massachusetts 02172	924-3434 ext. 246

RESOURCE ROOM PROGRAMS

The **Resource Room Program** serves a variety of students between the ages of 5 and 22 with mild to moderate disabilities who have received a 766 Evaluation. Younger students are served by the Early Childhood Program.

The Resource Room is used as one way of grouping special needs students to provide instruction and social/emotional support. The student attends the Resource Room only for those supportive supplementary services which cannot be provided within the regular classroom. The goal of this program is to maintain the student in the regular education classroom to the maximum extent. The Boston Public Schools have at least one Resource Room in every school. Most schools have more than one Resource Room.

Special programs, services, equipment, small-group and individual instruction are available to students for one or more periods each day. The amount of time spent in the Resource Room will be determined by the program prototype which is specified in the student's Individual Educational Plan (IEP):

- **program prototype 502.1** - the Resource Room teacher works with students in the regular classroom and/or acts as a consultant for the regular classroom teacher
- **program prototype 502.2** - students spend up to than 25% of class time out of regular education
- **program prototype 502.3** - students spend up to 60% of class time out of regular education

Resource Room teachers are full-time, specially trained teachers within each school. While the regular classroom teacher is initially and continually responsible for the students, the Resource Room teacher shares the responsibility for assessment, remediation and support related to the student's special needs. It is important to understand that the Resource Room teacher is not a substitute for the student's regular teacher. All of the student's teachers are responsible for coordinating instruction and for consulting with each other about the student's progress whenever possible. The Resource Room teacher also meets with other school personnel working with the child whenever necessary.

There are approximately 38 Bilingual Resource Room teachers who are usually, assigned to buildings where regular Bilingual Programs already exist. (For a list of Bilingual Resource Rooms, see page 95 of this Directory)

Parents are encouraged to schedule appointments with the Resource Room teacher to discuss their child's progress and to review the quarterly progress reports. Parents are also urged to attend all evaluations and reviews for their child.

FOR MORE INFORMATION . . .

Resource Room Programs
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6581

The Principal, Guidance Counselor or 766 Evaluation Team Leader at your school may also be able to help you. Please refer to the Map Section of this Directory for the telephone listings of your school.

THE GENERIC TEACHER MODEL

Federal Public Law 94-142 and Massachusetts State Law Chapter 766 state that special needs students must be placed in the least restrictive environment; moving from special education to regular education when possible. As students with special needs enter into regular classrooms, their teachers must be provided with opportunities to learn the new skills necessary to serve these students and to make their learning experiences positive ones.

The Generic Specialist or Generic Teacher Model is one that has been evolving over the past several years. By June, 1979, approximately 80 Boston Public School staff will be state certified as Generic Teachers. These staff members were formerly assigned as Evaluation Team Leaders (E.T.L.'s), Resource Teachers and regular education teachers. Generic Teachers are assigned to specific schools as part of a pilot effort during the 1979-80 school year.

The Generic Teachers have three primary responsibilities:

- To provide direct services to students with mild and moderate special needs (program prototypes 502.1, 502.2, and 502.3).
- To provide support, consultation and training to regular education staff.
- To carry out the professional services of the Evaluation Team Leader role.

The Boston-Simmons College Generic Teacher Training Program has been established as a specially funded project. The purpose of the Program is to train professionals who are working with special needs students who are either in, or returning to the regular classroom. Simmons College provides a state-approved Generic Teacher Training program which includes curriculum development and adaptation, classroom management, and training of other educational personnel. Simmons' trainers visit with classroom teachers weekly to provide on-site consultation.

While Simmons College is currently the only college with which the Boston Public Schools has a formal training grant, other area colleges which provide training of generic teachers are: Boston College, Regis College, and Boston State College.

FOR MORE INFORMATION . . .

Generic Teacher Model
Associate Director, Resource Room Programs
726-6589

Boston-Simmons College Program
Director of Mainstream Programs
26 Court Street, 7th Floor
Boston, Massachusetts 02108
726-6515

INTERIM SERVICES

Chapter 766 requires that private day programs and residential programs be provided for those students with special needs whose Individual Educational Plans (IEP's) have been approved for such services. (Refer to the program description for **Contracted Educational Services**)

It is important to know that there are more students needing private and residential placements than there are placements available in Boston. While students are awaiting private placements, they are eligible to receive **Interim Educational Services** which are provided by the Boston Public Schools.

There are several kinds of interim services which are available to students awaiting private placement. Academic classes and tutoring; social, vocational, and personal counseling; vocational work experiences; physical education; and various recreational activities as indicated in the Individual Educational Plan are some of the available services. Other services may be provided which specifically relate to the student's needs as described in the Individual Educational Plan.

The staff of the **Alternative Education Center (AEC)** is responsible for coordinating the interim services of all students. The Center is used as the record-keeping unit for all students awaiting private placements, and for those students receiving interim services. Some of the Interim Services are located at the Alternative Education Center, while others are located in schools, community agencies, and at job sites.

There are some students who are awaiting private day school programs (prototype 502.5) or residential school programs (prototype 502.6) who may remain in their current public school if that school is able to provide the appropriate interim services as outlined in the student's **Individual Interim Service Plan** and the **Individual Educational Plan.**

Other students may require additional services or program changes which may not be available in their assigned school. These students may receive the appropriate interim services by using resources which are available in other schools throughout the system, or within the Boston community. It is the responsibility of the staff of the Alternative Educational Center (AEC) to pair students with services which are located as conveniently as possible.

PROCEDURES FOR OBTAINING INTERIM SERVICES

1. If the 766 Evaluation Team believes that a private placement (prototypes 502.5 and 502.6) will be approved by the Central Review Staff, an **Individual Interim Service Plan** is prepared in addition to the student's **Individual Educational Plan.**

2. Both the Interim Service Plan and the Individual Educational Plan are approved by the Building Administrator.

3. The 766 Evaluation Team Leader forwards the Individual Interim Service Plan and the Individual Educational Plan to the 766 Evaluation Coordinator for review.

4. The 766 Evaluation Coordinator forwards both plans to the Central Review Staff.

5. The Central Review Staff:

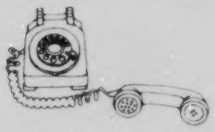
   A. approves the Individual Educational Plan for a private day program (prototype 502.5) or a residential program (prototype 502.6)

   B. forwards the student's Individual Educational Plan to the Associate Director of Contracted Educational Services. The Individual Interim Service Plan and a copy of the Individual Educational Plan are sent to the Associate Director of Interlevel and Itinerant Programs who is responsible for the overall coordination of Interim Services.

   C. forwards both plans to the Regional Office of the Department of Education for review and approval of the Interim Services component.

6. When it is known that the private day or residential placement will be delayed, the Individual Interim Service Plan is implemented with parental (and student if over 14 years old) approval.

FOR MORE INFORMATION . . .



Interim Services Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6293/262

BILINGUAL SPECIAL EDUCATION

In the Department of Special Services there are a variety of programs available to service bilingual special needs students. Students in these programs have a variety of language backgrounds, including: Cape Verdean, Chinese, Haitian-French, Greek, Italian, Portuguese, Spanish and Vietnamese. Students who are eligible for Bilingual Special Education Programs are ages 3 through 21 and must have a 766 Evaluation by bilingual professionals familiar with students' linguistic and cultural backgrounds.

Bilingual Special Education teachers have two major responsibilities: (1) they provide individualized instruction to special needs students of limited English-speaking proficiency and (2) they serve as resource persons to regular teachers and bilingual teachers by suggesting techniques and materials which may be effective in teaching the students within a regular classroom. Other responsibilities of the Bilingual Special Education teachers include:

- assessing students
- participating in 766 Evaluations and review conferences
- providing direct services to students
- conferring with parents, bilingual regular teachers and other professionals
- providing quarterly student progress reports

The Department of Special Services provides the following bilingual programs and services:

AREA OF MAINSTREAM PROGRAMS
- Resource Rooms
- Early Childhood Program
- Resource Room Liaison Teacher
- Career Instructional Manager (Vocational Education)
- Speech Therapists
- Vision Specialists
- Teacher Aides

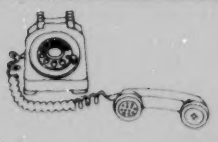
AREA OF SPECIAL SCHOOLS AND PROGRAMS
- Learning Adaptive/Behavior Classes
- Supportive Academic Remediation Classes
- Learning Disabilities Classes
- Teacher Aides

AREA OF SUPPORT SERVICES
- Counselors
- Psychologists

The following page lists the Bilingual Special Education Programs currently offered by the Department of Special Services. These programs are generally located in schools where Bilingual Education Program Clusters have already been established by the Bilingual Education Department.

Students (and their parents) in the Bilingual Education Program are provided with interpreters and bilingual written materials whenever necessary. During the 766 Evaluation it is especially important that parents and older students of limited English-speaking ability know that these support services are available to them.

FOR MORE INFORMATION . . .



Bilingual Special Education
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6512

766 Evaluation Team Leader in your school

Refer to the Map Section

SCHOOL	LANGUAGE	TYPE OF PROGRAM
DISTRICT 1		
Brighton High School	Spanish	Resource Room
Taft	Spanish	Resource Room
Edison	Spanish	Resource Room
Gardner	Spanish	Resource Room
Garfield	Spanish	Resource Room
Tobin	Spanish	Substantially Separate Room
Tobin	Spanish	Resource Room
DISTRICT 2		
Jamaica Plain High	Spanish	Resource Room
Jamaica Plain High	Spanish	Substantially Separate Room (S.A.R.)
M.E. Curley	Spanish	Resource Room
M.E. Curley	Spanish	Substantially Separate Room (S.A.R.)
M.E. Curley	Spanish	Substantially Separate Room (L/AB)
Agassiz	Spanish	Resource Room
J.F. Kennedy	Spanish	Resource Room
J.F. Kennedy	Spanish	Substantially Separate Room (L.D.)
DISTRICT 3		
West Roxbury High	Greek	Resource Room
Lewenberg	Haitian-French	Resource Room
Mattahunt	Greek	Resource Room
Mattahunt	Spanish	Resource Room
DISTRICT 5		
Cleveland	Spanish	Resource Room
Holland	Spanish	Resource Room
Marshall	Spanish	Resource Room
Murphy	Haitian-French	Resource Room
DISTRICT 6		
South Boston High	Spanish	Resource Room
McCormack	Spanish	Resource Room
Condon	Spanish	Resource Room
Russell	Spanish	Resource Room
Dever	Spanish	Resource Room
DISTRICT 7		
Charlestown High	Chinese	Resource Room
Roxbury High	Spanish	Resource Room
Edwards	Spanish	Substantially Separate Room (S.A.R.)
Timilty	Spanish	Resource Room
Timilty	Spanish	Substantially Separate Room (L.D.)
Blackstone	Spanish	Resource Room
Hurley	Spanish	Resource Room
Prince	Spanish	Resource Room
DISTRICT 8		
East Boston High	Italian	Resource Room
Barnes	Italian	Resource Room
Otis	Italian	Resource Room
DISTRICT 9		
English High	Spanish	Resource Room
English High	Haitian-French	Resource Room
English High	Spanish	Substantially Separate Room (S.A.R.)
Madison Park High	Spanish/Cape Verdean	Resource Room
King	Spanish	Resource Room
Mackey	Spanish	Resource Room
Hennigan	Spanish	Resource Room
Hennigan	Spanish	Substantially Separate Room (L.D.)
Hennigan	Spanish	Substantially Separate Room (S.A.R.)
Hennigan	Spanish	Substantially Separate Room (L/AB)
Hennigan	Spanish	Early Childhood
Hernandez	Spanish	Resource Room
Hernandez	Spanish	Substantially Separate Room (S.A.R.)
ORC	Spanish	Food Service Program
Itinerant	Spanish	Vision Specialist
Itinerant	Spanish	Speech Therapists (2)
Itinerant	All Resource Rooms	Resource Room Liaison Teacher

S.A.R. - Supportive Academic Remediation (formerly Developmental Disabilities)

L.D. - Learning Disabilities

L/AB — Learning/Adaptive Behavior (formerly Behavioral Handicaps)

CHILD SERVICE DEMONSTRATION CENTER

The **Child Service Demonstration Center** is a Special Education Project of the Boston Public Schools in District V and is sponsored by the Bureau of Education for the Handicapped. The Center consists of the following:

- **a substantially separate classroom** (program prototype 502.4) for educational problems associated with learning disabilities;
- **a learning disabilities diagnostic classroom** (program prototype 502.9) for in-depth diagnostic/prescriptive teaching along with on-going support and consultation for teachers and parents of students;
- **a bilingual Spanish/special education diagnostic classroom** (program prototype 502.9) for in-depth diagnostic prescriptive teaching along with on-going support and consultation for teachers and parents of students;
- **an Instructional Materials Center** consisting of assessment and curricular materials for project staff, special and regular classroom teachers, and parents to use in the implementation of the educational plan for the students seen within the Center. These materials will be available for review by any teacher of special needs students in the Boston Public Schools.

Students may be eligible to receive the above services when the 766 Evaluation Team requests that more diagnostic information concerning the student be done in order to write the Individual Educational Plan (IEP). The 766 Evaluation Team prescribes a diagnostic classroom placement and this request is then sent to the District 766 Evaluation Coordinator. The 766 Evaluation Team is also responsible for determining placement in the substantially separate classroom.

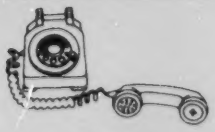
Service through the substantially separate classroom is provided until the student is able to move into a *less* restrictive educational setting or until it is determined that services need to be provided to the student in a *more* restrictive setting.

Services through the diagnostic classrooms usually last four weeks. During the first week the staff receives the referral and gathers additional information necessary to receive the student. During the second and third weeks the staff conducts assessments and diagnostic teaching to answer the referral questions asked by the 766 Evaluation Team and to determine the appropriate educational materials and strategies for the student. During the fourth week a staff member from the Center becomes part of the 766 Evaluation Team and helps write the student's Individual Educational Plan. The teacher who will receive the student will attend the Center for training in the recommended strategies necessary to implement the student's Individual Educational Plan. A substitute will be provided for the teacher's classroom during the training period.

The teacher communicates the student's progress through the use of the Quarterly Report Form. If, in the opinion of the 766 Evaluation Team Leader, additional support and/or consultation is necessary, arrangments are made for such support from the Center.

Parents are encouraged to call the Center and consult with the staff about the above services or about specific questions.

FOR MORE INFORMATION . . .



The Child Service Demonstration Resource Center
Richard J. Murphy Community School
1 Worrell Street
Dorchester, Massachusetts 02122

288-6868

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BOSTON SPECIAL NEEDS CONNECTIONS PROJECT

The Boston Special Needs CONNECTIONS Project has been established as a short-term project to research, publish, and disseminate information about resources for children with special needs in Boston. The information, is designed to be useful to parents as well as school professionals, and community agency personnel. The Project staff have worked closely with the Federation for Children with Special Needs and the 766 Parent Education Resource Center of the City-Wide Educational Coalition to cosponsor all Project materials.

The Boston Special Needs CONNECTIONS Project Staff developed this **Directory of Special Services and Programs in the Boston Public Schools** and a **Parent/Student Guide** which describe all programs and services for children with special needs within the Boston Public Schools.

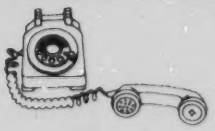
The Project staff is now developing a series of **Special Needs CONNECTIONS Booklets** which will focus on the community resources serving children with special needs in Boston. The resource booklets will include information about the following kinds of services and programs:

- **Special Needs Resources and Laws**
- **Health Services**
- **Recreation and the Arts**
- **Child Abuse and Neglect**
- **Employment, Vocational Training, and Rehabilitation Programs**

The following are the basic concepts behind all materials developed by the Boston Special Needs Connections Project:

- To improve access to human services, resource information must be available on the neighborhood level;
- To improve the coordination and quality of human services, providers of services must have access to information about other agencies and related services;
- All information must be written and designed to be useful to consumers as well as providers of services;
- The resource materials should include general background information as well as program descriptions and telephone number listings;
- A combination of general information and program descriptions can serve as a tool for parents and young people to make their own connections to schools and other community resources, and can also facilitate linkages between professionals working in schools and human service agencies;
- Basic survival and coping skills include the ability to solve a variety of problems by knowing how to use available community resources. The resource materials being developed by the Project are designed to be easily adapted for classroom use as curriculum materials.

FOR MORE INFORMATION . . .



The Special Needs CONNECTIONS Project
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6512

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NOTES/QUESTIONS

AREA OF SPECIAL SCHOOLS AND PROGRAMS

The primary responsibility of the Area of Special Schools and Programs is to ensure that students with moderate to severe special needs receive appropriate instructional and support services. Direct service is provided in a wide range of substantially separate classes within the Boston Public Schools. More severely involved students are placed in private day programs or residential programs which have been approved by the State Department of Education under Chapter 766.

Each student served has an Individual Educational Plan (I.E.P.) specifying his/her need for placement in a substantially separate program (prototype 502.4), a private day school program (prototype 502.5), or a residential school program (prototype 502.6). The Boston classes are supported by liaison staff with training and expertise in the various disability areas. The number of children in these classes may not exceed eight at any time with a teacher or twelve at any time with a teacher and an aide. Private placements are monitored by other trained staff to the extent possible, given the geographical distances involved.

The goal of this area is to enable the student to reach maximum potential in the least restrictive program possible. Students are integrated into mainstream programs to the extent possible, at the time, and into those areas which are most suitable for them on an individual basis.

- **Program for the Hearing Impaired**
- **Learning Disabilities Program**
- **Offsite Programs**
- **Offsite Pregnant Schoolgirl Program**
- **Program for the Physically Impaired**
- **Learning/Adaptive Behavior Program**
- **Supportive Academic Remediation Program**
- **Educational and Social Development Program**
- **Multi-Handicapped Program**
- **Developmental Day Care Program**
- **Special Transportation**
- **Contracted Educational Services**

PROGRAM FOR THE HEARING IMPAIRED

The **Hearing Impaired Program** in the Horace Mann Unit of the Jackson-Mann School serves students who have a significant hearing loss which prevents them from being able to learn in a regular classroom. Students who have a less significant hearing loss are mainstreamed into regular classrooms. Some of these students receive support services from the **Speech and Language Program**. (refer to page 81)

The Horace Mann Unit started several years ago at the Horace Mann School for the Deaf to provide diagnostic and educational services for hearing impaired students on a statewide basis. In more recent years, the Unit has functioned as an approved 766 day school which accepts students from the Boston Public Schools and other school systems.

The Unit has an Evaluation Team for hearing impaired students. The Evaluation Team consists of five full-time professionals: a social worker/coordinator, an audiologist, a speech and language specialist, a diagnostic teacher and a psychologist. Each evaluation differs according to the individual needs of the student. A typical evaluation usually consists of the following steps:

1. An appointment is scheduled by the administrative assistant. The student and parent are asked to come to the Jackson-Mann School for two days of testing and assessment. Parents are seen by the social worker to discuss such information as developmental history, educational background, and parental concerns.
2. The student is seen for a full audiological evaluation.
3. A comprehensive assessment of hearing, language and speech is conducted to determine the student's strengths and weaknesses in these areas. The assessment is also designed to determine the best way for the student to communicate (for example, sign language, finger spelling, speech reading).
4. Academic ability is measured by formal standardized tests, informal testing, teacher consultations and classroom observations.
5. A psychological evaluation is given by a psychologist who is familiar with hearing-impaired students. The evaluation measures intellectual ability and identifies learning and/or emotional difficulties.
6. After the tests have been completed, a conference is held with parents, teachers and other interested people. At this time, an Individual Educational Plan (IEP) is written.

Follow-up services are also provided, including individual and group counseling for parents and children, academic tutoring, speech and language therapy, and auditory training instruction.

The Horace Mann Unit uses **a total communication approach** with students using signs, oral language and pictures wherever possible. The sign language used is **Signing Exact English.** The Jackson-Mann School has 3 programs for students: Early Childhood, Elementary, and Middle and High School.

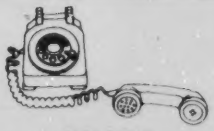
The Early Childhood Program serves hearing impaired students from 2 through 5 years old. The Program includes: learning motor skills, pre-reading and pre-math skills, stories, art, music, cooking and trips. Speech, language and auditory training are an important part of the program. Self-help skills are also learned.

The Elementary School Program for 5 through 13 year olds consists of varying degrees of involvement in a regular classroom, as well as participation in substantially separate classes for those students who are in need of such participation. The first type of regular classroom involvement takes place in non-academic areas such as physical education, art, and home economics. Students are assigned to homeroom classes as well as special resource rooms. The receiving homeroom teachers have learned sign language so that the total communication approach can be used throughout the entire day with hearing as well as hearing-impaired students. Resource teachers play an active role in the homeroom by teaching both hearing and hearing-impaired students. Students also meet in small group classes. Students who are mainstreamed in elementary grades move on to mainstreamed classes in regular middle schools.

The Middle and High School Program serves multi-handicapped students in grades 6-12. Each prospective candidate is evaluated to see if the program is appropriate. The Middle and High School Program is career-oriented, with subject matter related to career awareness, skill development, and attitudinal development. Resources within the Boston Public School System and the Brighton-Allston Community are used for specific skill training, work study and on-the-job training. Counseling services, job placement and placement follow-up are provided to all high school students. An English-as-a-Second-Language program is available for students who are in need of it.

Anyone interested in these programs may call the school and schedule an appointment for a visit.

FOR MORE INFORMATION . . .



Programs for the Hearing Impaired
Principal of the Horace Mann Unit — **787-5313**
Jackson Mann School
40 Armington Street
Allston, Massachusetts 02134

Evaluation Unit — **787-0567**

GENERAL INFORMATION ABOUT HEARING

The Department of Special Services serves students with a wide range of hearing disabilities. Those students who are able to learn in a regular classroom with support services are served by the **Speech and Language Program**. (Refer to page 81) There are students with more serious disabilities who are served in substantially separate classrooms by the **Hearing Impaired Program.** (Refer to page 100) The following general information is helpful for students served by both of these programs.

The ability to hear is very closely related to the acquisition and understanding of spoken language. Severe or total hearing loss which develops after language has been learned is serious, but does not have as much of an impact on the acquisition of language as deafness at birth. Deafness which occurs at birth prevents the normal acquisition of language. In diagnosing and treating hearing disorders, it is very important to consider when the problem first began.

Very often hearing disorders are not recognized because they cannot be seen from the outside. There are regulations which require that all high risk babies be tested at birth for hearing impairments. All students are given yearly hearing tests at school. The first test usually takes place when a child begins school. Parents who have questions about their child's hearing should contact an **otologist,** a doctor who specializes in hearing. Neighborhood health clinics and school nurses may also be able to help.

POSSIBLE SIGNS OF HEARING IMPAIRMENTS

An infant's hearing should be tested at a very early age. It is important to be able to recognize possible signs of a hearing problem. The following is a list of some of these possible signs. It is important to remember that since all children are different, they learn at different rates. If you suspect that your child has a hearing problem, you should call a doctor who specializes in hearing, your neighborhood health clinic, or school nurse.

- A newborn baby who does not show signs of being startled in response to a loud hand clap within a few feet in front or back of him/her.
- An infant who does not react to sounds in the environment. (musical toys, radio, barking dog etc.)
- An infant who does not respond to familiar voices.
- An infant who does not make cooing noises.
- A child who does not respond to his/her own name.

IMPORTANT PEOPLE TO KNOW

Audiologists are professionals who specialize in the identification, assessment of hearing impairments and fitting of hearing aids. They provide speech (lip) reading training, auditory training, orientation to hearing aid use, and training in the conservation of normal speach and voice.

Otologists are doctors who specialize in disorders of the ear.

Speech/Language Specialists are professionals who provide assessments of speech/language problems, remediation of problems, and therapy as prescribed in the student's Individual Educational Plan (IEP). These specialists consult with classroom teachers, parents and other professionals and act as general resource people for individuals with speech/language questions.

POSSIBLE CAUSES OF HEARING IMPAIRMENTS

- Inner ear damage
- Rubella (german measles) contracted by the mother during the first three months of her pregnancy often causes hearing impairments in the child.
- RH Negative blood in the mother
- Neurological disease
- High fever
- Toxic drugs
- Severe head injuries

WAYS TO HELP . . .

- Face the individual so that he/she has the advantage of seeing your lips, face and expressions.
- Be in a well-lighted area when you are speaking and have the light on the face of the speaker.
- Do not exaggerate your speech. Speak naturally, clearly and at a normal rate of speed.
- It is not necessary to shout. Shouting exaggerates the movement of the mouth. If an individual wears a hearing aid, the loud noise may be uncomfortable and would not help in comprehension.
- Names are very difficult to lipread. Help the individual associate what he/she sees with what is heard.
- Do not use single, isolated words. Use a thought unit to give a hint to the individual about the topic being discussed.
- If the individual does not understand you the first time, re-word the statement. The individual may understand the thought with another word or phrase.

COMMUNITY RESOURCES

The citywide community resources listed below may be able to provide information and services related to hearing. The School's Hearing Impaired Program and many neighborhood health centers and hospitals may also provide additional information.

BOSTON GUILD FOR THE HARD OF HEARING 283 Commonwealth Avenue Boston, Massachusetts 02115	267-4730
CHILDREN'S HOSPITAL MEDICAL CENTER Hearing and Speech Division 300 Longwood Avenue Boston, Massachusetts 02115	734-6000
HORACE MANN UNIT Jackson-Mann School 40 Armington Street Allston, Massachusetts 02134	787-5313
KENNEDY MEMORIAL HOSPITAL Speech and Hearing Department 30 Warren Street Brighton, Massachusetts 02135	254-3800
MASSACHUSETTS EYE AND EAR INFIRMARY 243 Charles Street Boston, Massachusetts 02116	523-7900
MASSACHUSETTS OFFICE OF DEAFNESS 304 Boylston Street Boston, Massachusetts 02116	727-5106
MASSACHUSETTS PARENTS ASSOCIATION OF THE DEAF 120 Boylston Street - Suite 338 Boston, Massachusetts 02116	482-2915
NORTHEASTERN UNIVERSITY Language and Speech Clinic 70 Forsyth Street Boston, Massachusetts 02115	437-2492
ROBBINS SPEECH AND HEARING CLINIC 168 Beacon Street Boston, Massachusetts 02116	536-7255
TUFTS NEW ENGLAND MEDICAL CENTER Speech and Hearing Clinic 185 Harrison Avenue Boston, Massachusetts 02111	956-5300

PLACES TO WRITE FOR MORE INFORMATION

The national organizations listed below publish free information and catalogs which are available on request. Be sure to check your local library for other resources.

THE ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF
The Volta Bureau
1537 35th Street, NW
Washington, DC 20007

BETTER HEARING INSTITUTE
1430 K Street, NW
Suite 20
Washington, DC 20005

GALLAUDET COLLEGE
7th and Florida Avenue, NE
Washington, DC 20002

INTERNATIONAL ASSOCIATION OF PARENTS OF THE DEAF
814 Thayer Street
Silver Springs, Maryland 20910

THE NATIONAL ASSOCIATION OF THE DEAF
2025 Eye Street, NW
Washington, DC 20006

LEARNING DISABILITIES PROGRAM

The **Learning Disabilities Program** provides a small, structured, substantially separate program for students ages 3 through 21. These students are usually of average or above average intelligence, but are not succeeding in a regular classroom or resource room due to a severe specific learning disability or disabilities.

Eligibility for this program is determined by a 766 Evaluation which has found that the student displays one or more of the following:

- **perceptual handicaps** - include visual, auditory, and gross and fine motor problems
- **hyperkinetic syndrome** - includes hyperactivity, distractibility, short attention span, and rapid mood changes
- **some degree of aphasia** - the inability to use and/or understand spoken language as a result of a damage or defect in the central nervous system.
- **academic failure and performance** far below the student's ability

The following is a description of the Primary, Elementary, and Middle School Programs located in each of the eight community districts. The Pre-Primary and High School Programs are located in District 9:

The Pre-Primary Classes serve students ages 3 through 6 years who may be unable to succeed in a regular classroom. Eligibility for this program is determined by a 766 Evaluation. Students for this class are selected on the basis of serious deficits in social and emotional development, language readiness skills, perceptual-motor skills and other related learning disabilities. Teachers often use an occupational therapy approach to increase students' gross motor skills. The main purposes of this program are to provide students with services as early as possible, and to return students, when ready, to the regular educational program. Parents of these students are involved in this program through class visits and home support provided by the classroom teacher.

The Early Primary Classes, for 1st grade students, and the **Upper Primary Classes,** for 2nd and 3rd grade students, provide individually developed programs for each student. Both classes attempt to increase students' self-image by providing them with positive learning experiences. Language and communication skills, motor skills, mathematics and problem-solving skills are emphasized.

The Elementary Program serves students in grades 4 and 5. Students continue to develop skills in reading, oral and written language, and mathematics through an individually planned curriculum. At this level, teachers use a variety of methods to teach science and social studies concepts, as well as social awareness and interaction skills.

At the **Middle and High School** levels, basic skills continue to be developed through an individually planned curriculum. The program goals are to develop positive self-image, realistic goal setting, basic skills, management skills, peer relations and social interactions, and coping skills. At this level, students explore career opportunities and begin to acquire the skills which are necessary to succeed in a work setting.

Bilingual classes in Spanish are available at the primary, elementary and middle school levels. Students for these classes are selected on the basis of having learning disabilities which have been compounded by serious deficits in Spanish and/or English language development. Many of these students have developed behavioral problems because of their inability to communicate fully with peers and teachers. This program attempts to develop the student's competence in his/her primary language. As students develop this competence, teachers begin English language instruction. The final goal of the program is to move students to a less restrictive program and to increase their competency in the English language.

Parents with questions are encouraged to schedule an appointment with their child's teacher.

FOR MORE INFORMATION . . .

726-6347

Learning Disabilities Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

GENERAL INFORMATION ABOUT LEARNING DISABILITIES

The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, speak, read, write, spell, or do mathematical calculations. Such disorders include perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental disadvantage.

Students with **learning disabilities (L.D.)**, are often not identified until they have entered school. It is at this time that students may first display a variety of problems related to learning.

Despite their learning problems, most of these students see and hear normally, and have average or above average intelligence. What makes these students special is their inability to read, write, spell and sometimes speak correctly because the brain confuses the information which it receives.

A small percent of all students need special attention in school because of learning disabilities. Whenever necessary, students are placed in a learning environment where appropriate methods for teaching them are developed. If detected and treated early, most students can learn to compensate for their learning disabilities during adolescence.

KINDS OF LEARNING DISABILITIES

- **Auditory disorders** may prevent a student from being able to understand sounds or spoken words, respond verbally to oral questions, remember general auditory information, or remember the correct sequence of previous auditory information.
- **Visual disorders** may prevent a student from being able to see and differentiate between objects, follow or find objects or symbols with coordinated eye movements, see and separate objects in the foreground and background, remember previous visual experiences, and coordinate fine muscles such as those required in writing, tracing and cutting (eye-hand tasks).
- **Perceptual disorders** prevent the brain from being able to organize and interpret sights and sounds. Students with perceptual disorders may be unable to determine where one word ends and another begin. They may also have difficulty in distinguishing between words that sound alike. Perceptual disorders make learning to speak, read and write extremely difficult.
- **Memory disorders** prevent some students from being able to remember what objects look like and what they are used for. Students may not be able to remember sets of instructions or learn a sequence, such as telephone numbers, arithmetic tables, or letters in the alphabet.

- **Behavioral disorders** are a kind of learning disability which may cause inappropriate behavior and inability to concentrate. For example, some students daydream very often and are not able to focus their attention on a topic for more than a few minutes. In contrast, other students with a disability called **perseveration** cannot easily change the focus of their attention from one activity to another. **Hyperactive** or **hyperkenetic** students seem to be in constant motion and are unable to sit still except for very short periods of time. Students with this disability have the tendency to be impatient and boisterous in the classroom. Another disorder causes a change in mood for no apparent reason.

- **Orientation disorders** cause students to have an impaired sense of direction, distance and space. At times students may be unaware of where they are, even in familiar surroundings. They may be unable to distinguish left from right, or up from down, and therefore reading and column work is difficult.

- **Muscle disorders** interfere with the control of certain muscles. Students with muscle disorders may seem to be uncoordinated, and to lose their balance (gross motor control). Some students are unable to perform movements which are necessary for writing, cutting, and sewing (fine motor control).

- **Language disorders** prevent the development of language and interfere with the ability to communicate effectively. The inability to understand or produce language is called **dysphasia.** Another condition called **dyslexia** interferes with the student's ability to understand written words. **Specific learning disabilities** are problems that interfere with a student's progress in particular subjects such as reading or arithmetic.

WAYS TO RECOGNIZE LEARNING DISABILITIES

Most often a child with learning disabilities will be recognized by a combination of the following signs. It is very important to note that early screening and detection play an essential part in helping students with learning disabilities. As early as age 3 parents, school personnel, and community agency professionals may begin to detect some of the signs of disabilities. Parents who have questions about their children should contact their family doctor, school nurse, neighborhood health clinic or hospital.

READING

Many reading problems come under the broad term of **dyslexia,** which is an old Greek word meaning "inability to read". There are many specific problems which may cause a student to have difficulty reading for example: reading words or letters backwards (cat → tac); being unable to tell the difference between letters that look alike (p,b,d); confusing the order of words in a sentence or letters in a word (The book is interesting →interesting The book is).

Students may also display any of the following signs:

- an unwillingness to read
- using fingers to follow along
- repeating words and sentences
- losing place when reading

ARITHMETIC

- cannot remember arithmetic facts
- has difficulty associating numbers with symbols
- confuses columns and spaces
- has difficulty with solving problems
- has difficulty with concepts

SPELLING
- uses incorrect order of letters in words
- has difficulty associating correct sound with appropriate letter
- changes letter and words
- bizarre sound/letter associations

WRITING
- has difficulty writing on a straight line
- has difficulty copying
- is slow in completing work
- makes letters incorrectly

TALKING
- speaks slowly and hesitates often
- is unable to express himself or herself well for age
- difficulty finding word(s) needed to express an idea
- "cluttered speech"

WALKING AND OTHER MOTOR SKILLS
- seems uncoordinated
- has difficulty balancing
- confuses left and right directions
- has poor muscle strength for age
- lacks rhythm in movements, loses sequences
- is unable to use tools correctly (scissors, pencils, etc.)

BEHAVIOR (at home and at school)
- moves continuously
- is easily distracted, unable to concentrate
- has difficulty beginning or completing tasks
- seems disorganized
- changes moods quickly
- does not understand oral directions
- is quiet or withdrawn
- has difficulty in making and keeping friends

UNDERSTANDING CONCEPTS
- has difficulty understanding ideas such as left and right, small and large, etc.

COMMUNITY RESOURCES

The city-wide community resource listed below may be able to provide general information and referral services related to learning disabilities. The School's Learning Disabilities Program, neighborhood health centers and hospitals may be able to provide additional information.

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (MACLD)
11 River Street
Wellsley, Massachusetts 02181
235-9370

PLACES TO WRITE FOR MORE INFORMATION

The national organizations listed below publish free information and catalogs which are available upon request. Be sure to check your local library for other resources.

ACTION FOR BRAIN-INJURED CHILDREN
Osceola, Wisconsin 54020

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (ACLD)
P.O. Box 3303
Glenstone Station
Springfield, Missouri 65804

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
Jefferson Plaza Office Building 1
Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

CLOSER LOOK
P.O. Box 1492
Washington, D.C. 20013

NATIONAL ASSOCIATION FOR BRAIN INJURED CHILDREN
95 Madison Avenue
New York, New York 10016

NATIONAL INSTITUTE OF NEUROLOGICAL DISEASES
National Institute of Health
Building 31, Room 8A-OB
Besthesda, Maryland 20014

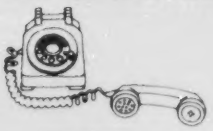
OFF-SITE PROGRAMS

There are some students with such serious special needs that they must be placed in a more supervised environment than that of a regular school. These more restrictive settings have traditionally included private hospitals, mental health settings and state institutions when a public school-based educational program is determined to be inappropriate. The concept of **Off-Site Programs** is to instruct students in such settings where they are receiving supervised services rather than in the traditional school setting.

The Department of Special Services provides joint programs with selected hospitals and Human Service agencies. Teachers are assigned to these agencies to provide on-going, small group instruction for students ages 3 through 21 who are receiving other services at the given setting. Some of the students who are receiving instruction through the Off-Site Program are emotionally disturbed, have multiple physical or neurological problems, or are court-involved. There are also Off-Site Programs for pregnant young women.

Eligibility for Off-Site instruction is determined jointly by the Boston Public Schools and the agencies providing the primary service. Students and their families must usually request the special instruction at the time that they are receiving help from the agency. A determination will then be made if Off-Site instruction is in the best interest of the student, or if another school setting is more appropriate, where such an option is permitted.

FOR MORE INFORMATION . . .



Offsite Programs
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6539

OFF-SITE PREGNANT SCHOOLGIRL PROGRAM

Pregnant young women have the same rights to an education that other students have under a 1974 law entitled Chapter 670. Doctors and psychologists have testified that except in unusual cases, it is in the best interest of the student to continue to receive instruction during her pregnancy. The policy of the Boston Public Schools is to encourage pregnant young women to continue their education by offering them several alternative programs. Students may continue their education at their regularly assigned school, or enroll in an **Off-Site Instructional Program.**

The Off-Site Programs are located at the **Centaum Day School,** and **The Crittendon-Hastings House and Clinic. St. Mary's** also services girls in residence from towns outside of Boston. Tuition is charged for the educational component provided by Boston Pubilic School teachers. The major responsibility of these programs is to ensure that these young women are encouraged to complete their formal education. Therefore, instruction is provided in order to maintain the appropriate academic levels of those students who are involved in the programs. Health education, child care and nutrition classes are provided to meet the particular needs of the students involved in the programs.

Although intake procedures may differ among these three programs, students must talk with their guidance counselors before being eligible to participate in any of the Off-Site Pregnant Schoolgirl Programs.

FOR MORE INFORMATION . . .

School Guidance Counselor	refer to Map Section
OFF-SITE PREGNANT SCHOOLGIRL PROGRAM **Department of Special Services** **26 Court Street, 7th Floor** **Boston, Massachusetts 02108**	**726-6539**
CENTAUM DAY SCHOOL **St. Mary's Home** **90 Cushing Avenue** **Dorchester, Massachusetts 02125**	**436-8600**
CRITTENDON-HASTINGS HOUSE AND CLINIC **10 Perthshire Road** **Brighton, Massachusetts 02135**	**782-7600**
ST. MARY'S **90 Cushing Avenue** **Dorchester, Massachusetts 02125**	**426-8600**

The school nurse, the guidance counselor, and Neighborhood Health Centers also provide health-related information and services for young women. Please refer to the Community Resources section of this Directory for listings of the Neighborhood Health Centers in Boston.

PROGRAM FOR THE PHYSICALLY IMPAIRED

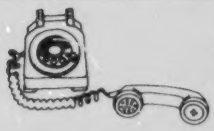
The Boston Public Schools, through the Department of Special Services, provides a program for physically handicapped and/or health-impaired students who must be educated in a barrier-free building. **Barrier-free buildings** are buildings with easy access, and elevators and/or escalators to get from one floor to another. This program is available to students ages 3 through 21 who have had a 766 Evaluation indicating the need for such a program. Other students needing this program may be referred by doctors, neighborhood clinic workers, social workers, and parents.

Students in this program are taught individually or in small groups within a substantially separate classroom. Instruction is adapted by the teachers to meet each student's academic needs, abilities and physical constraints. Very often students in this program need and receive additional support services such as **occupational therapy (O.T.), physical therapy (P.T.), adapted physical education** and **speech therapy.** Other supportive services are provided by the Speech and Language Program and Vision Rescurces Services within the Department of Special Services. Spanish/Bilingual classrooms are also available.

Although this program is housed in substantially separate classrooms, students are mainstreamed for academic subjects, depending upon their needs and abilities. Students are also mainstreamed for art, music and home economics. Regular and special education teachers work closely together to insure that students have the opportunity to learn in a less restrictive environment whenever possible. Teachers are also responsible for keeping in contact with therapists, doctors and other professionals who are working with students and their families.

Parents are encouraged to become involved in their child's education. Parents should feel free to make appointments to visit with teachers and discuss their child's progress at any time. There are often learning activities which parents can practice with their children at home.

FOR MORE INFORMATION . . .



Program for the Physically Impaired
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6539

GENERAL INFORMATION ABOUT PHYSICAL IMPAIRMENTS

PHYSICAL AND MOTOR IMPAIRMENTS

Students who have pnysical disabilities are probably the most visible of all special needs students. As a result of this visability, these students may have a difficult time in the mainstreaming process if non-disabled students are not sensitive.

In general, physical disabilities impair only a small part of a person's ability to function. These physical impairments may be overcome by the use of such aids as wheelchairs, crutches, braces, and walkers. Some people may need artificial limbs which are called **prosthetic aids.**

POSSIBLE CAUSES OF PHYSICAL IMPAIRMENTS

- **Deformities or diseases** of the spine, muscles, bones, joints, or neurological damage.
- **Accidents** which result in amputation of an arm or leg, or which involve spinal cord injury.
- **Cerebral palsy,** which is the most common cause of physical impairments, is caused by disorders in the part of the brain which controls and directs movement. The large muscles that are used for running, walking, and balancing, and the small muscles that are used for writing and talking, may also be impaired. Some people may have difficulty speaking clearly, and some may need to use wheelchairs. It is important to remember that most people with cerebral palsy have average intelligence.
- **Muscular dystrophy** is another common cause of motor impairments. People who have muscular dystrophy may have difficulty doing everyday tasks and may often need a wheelchair to help them get around more easily. Although the definite cause and cure are unknown, physical therapy is known to be beneficial.
- **Spina bifida** is a birth defect which results in an incompletely formed spinal cord. Depending on the severity of spina bifida, a variety of symptoms may be present, including:
  - **motor impairment** - paralysis or weakness below the spinal injury
  - **sensory impairment** - no feeling below the injury
  - **intestinal or urinary impairment**
  - **hydrocephalus** - ordinarily caused by excess fluid around the brain

WAYS TO HELP . . .

- Do not be overly protective of children with physical impairments. Overprotection can prevent a child with special needs from developing self-reliance and from reaching his/her potential.
- People with physical disabilities are often stared at because non-disabled people are not accustomed to seeing them. It is important to relate normally with people with special needs of any kind.
- When young children ask questions about people with physical impairments, it is important that the explanation be as honest as possible. It is a good time to begin to teach children positive attitudes about the differences in people.

COMMUNITY RESOURCES

The city-wide community resources listed below may be able to provide information and services related to physical and motor impairments. The School's Program for the Physically Impaired, neighborhood health centers and hospitals may also be able to provide additional information.

BOSTON SELF-HELP CENTER 18 Williston Road Brookline, Massachusetts 02146	277-0080
EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN Statler Office Building - Room 934 20 Providence Street Boston, Massachusetts 02166	482-3370
MASSACHUSETTS ASSOCIATION OF PARAPLEGIA FOUNDATION 369 Elliot Street Newton Upper Falls, Massachusetts 02164	964-0521
MASSACHUSETTS SPINA BIFIDA ASSOCIATION c/o Federation for Children with Special Needs 120 Boylston Street Boston, Massachusetts 02116	482-2915
MUSCULAR DYSTROPHY ASSOCIATION, INC. 391 Totten Pond Road Waltham, Massachusetts 02154	890-0300
PARENTS AND CHILDREN TOGETHER (PACT) 623 Randolph Avenue Milton, Massachusetts 02186	696-6685
PARENTS & FRIENDS OF HANDICAPPED CHILDREN, INC. 120 Boylston Street, Room 338 Boston, Massachusetts 02116	482-2915
UNITED CEREBRAL PALSY OF GREATER BOSTON 30 Wesley Street Newton, Massachusetts 02158	527-3587

PLACES TO WRITE FOR MORE INFORMATION

The national organizations listed below publish free information and catalogs which are available upon request. Be sure to check your local library for other materials.

CENTER FOR INDEPENDENT LIVING
2539 Telegraph Avenue
Berkeley, California 94704

MUSCULAR DYSTROPHY ASSOCIATION OF AMERICA, INC.
1790 Broadway
New York, New York 10019

NATIONAL CENTER FOR A BARRIER-FREE ENVIRONMENT
8401 Connecticut Avenue
Chicago, Illinois 60612

NATIONAL FOUNDATION MARCH OF DIMES
Box 2000
White Plains, New York 10602

NATIONAL INSTITUTE OF NEUROLOGICAL DISEASES
National Institute of Health
Building 31
Bethesda, Maryland 20014

LEARNING/ADAPTIVE BEHAVIOR PROGRAM (L/AB)

The Learning Adaptive Behavior Program (L/AB) services those children of chronic maladaptive behavior patterns who have been fully assessed by the 766 Evaluation process. The L/AB Program provides small, structured, substantially separate classrooms for students ages 5 through 21 with emotional, social and/or behavioral handicaps. A variety of behavior management strategies are employed by the teacher to establish appropriate school behaviors, develop positive learning attitudes, and to support the student's ability to interact positively with peers and adults. Some of these behavior management strategies are specified within the Individual Education Plan (IEP), and others pertaining to group and school dynamics are developed by the teacher.

The purpose of the L/AB Program is to teach adaptive behavior techniques which offer continuity, stability, security and a sense of achievement to each student. The aim is to lessen the student's anxiety by stimulating the student's ability to cope with daily tensions. The Program focuses on the student's task of rebuilding a positive self-image to achieve a higher level of academic and social achievement. Every effort is made to provide the students in this program with regular education experience by providing academic programs as prescribed in the student's Individual Educational Plan (IEP) and to teach students the behaviors and attitudes necessary to be part of a regular school program. The primary goal of the Program is to return the student, success oriented, to regular education programs.

Many of the students have therapeutic clinical involvement and the L/AB Program teachers cooperate and maintain close contact with the clinicians wherever possible.

FOR MORE INFORMATION . . .

726-6277

Learning/Adaptive Behavior (L/AB) Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

GENERAL INFORMATION ABOUT BEHAVIORAL/EMOTIONAL DISABILITIES

Students with behavioral/emotional disabilties may exhibit a wide variety of symptoms. Although these students do not have the same special needs and abilities, they may be recognized as individuals who:

- are perfectionists at any task they undertake
- are unable to get along well with classmates, teachers, and neighborhood friends
- are unable to make and keep friends
- behave in a way seen by others as being disturbing or disruptive
- feel sad all the time
- exhibit mood swings from helplessness to depression
- have fears which keep them from participating in activities and friendships
- seem to lack energy (with no medical explanation)
- display very little emotion under any circumstance
- spend a good deal of time daydreaming and in wishful thinking.

It is important that parents contact the school nurse, family doctor, or neighborhood health clinic if they feel that their child may be showing signs of behavioral or emotional problems.

NOTES/QUESTIONS

SUPPORTIVE ACADEMIC REMEDIATION PROGRAM (SAR)

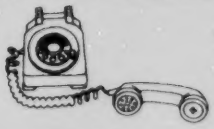
The Supportive Academic Remediation Program (SAR) is designed for students ages 5 to 21 who are identified as having moderate disabilities attributable to mental retardation. The Program consists of approximately 48 substantially separate classrooms. Bilingual classrooms are available.

Students in Supportive Academic Remediation Classes (SAR) are given small-group and individualized instruction. The instruction focuses on developing those skills which will enable many students to live as functionally independent and economically productive adults. These students are integrated into regular education classes to the maximum extent possible depending upon their individual abilities and needs.

Socialization and self-help skills are developed, as well as a sense of individual worth and pride. In addition, emphasis is placed on the development of language and mathematics skills. At the middle and high school levels, many students also participate in shop and career programs and other non-academic activities.

Parents are encouraged to become involved in the educational process by scheduling an appointment with teachers to discuss their child's progress.

FOR MORE INFORMATION . . .



726-6510

Supportive Academic Remediation Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

EDUCATIONAL AND SOCIAL DEVELOPMENT PROGRAM (ESD)

The Educational and Social Development Program (ESD) is designed for students ages 5 through 21 who are identified as having severe disabilities attributable to mental retardation. The Program consists of approximately 43 substantially separate classrooms, in which there is usually a low pupil-teacher ratio. Many of the classroom teachers are assisted by a teacher's aide who helps to provide students with small-group and individualized instruction.

The small-group and individualized instruction focuses on the following skills, which may enable some students to be part of a sheltered-workshop living situation as adults:

- **Academic skills** are developed to maximize the student's potential. The curriculum which is taught in these classes stress functional communication skills and basic mathematical competency.
- **Basic socialization skills** are developed through structured experiences involving activities of daily living. Students are provided with experiences in and out of the classroom setting. These experiences teach the students how to work and play in a group, and how to relate to people on an individual basis.
- **Self-help skills** are developed to enable students to have a fundamental understanding of bodily functions, hygiene and nutritional needs.
- **A sense of individual worth and pride** is developed by providing students with as many positive experiences as possible.

Parents are encouraged to schedule an appointment with their child's teacher. During these appointments, teachers and parents share perceptions of the child's progress. Activities that parents and children can practice at home may also be suggested.

FOR MORE INFORMATION . . .

726-6539

Educational and Social Development Program
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

MULTI-HANDICAPPED PROGRAM

Within the **Educational and Social Development Program (ESD),** there is a highly specialized sub-unit called the **Multi-Handicapped Program.** This Program is designed for students with similar intellectual ability to those students in the ESD classes, but who have more than one handicap. The Program is located at the **Ohrenberger School** and serves students ages 6 through 12. Students are eligible for this program at the specific recommendation of the 766 Evaluation Team. Subsequent approval from the Associate Director of Special Schools and Programs is necessary.

The Multi-Handicapped Program consists of a cluster with approximately 4 classes. Due to the multiple needs of these students, the instructional groups are very small and instruction is individualized whenever possible. The instruction focuses on developing daily living skills, common-sense thinking, and a sense of individual worth. Communication skills, gross and fine motor skills, and pre-academic skills are also an important part of the curriculum.

Parental involvement is an important part of this Program and parents are encouraged to contact their child's teacher to learn about specific information and activities which may be helpful at home.

FOR MORE INFORMATION . . .

Program for the Multi-Handicapped
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6539

Dr.William H. Ohrenberger School
175 West Boundary Road
West Roxbury, Massachusetts 02132

323-7456

DEVELOPMENTAL DAY CARE PROGRAM

The Developmental Day Care Program provides services for students who are identified as having severe and profound disabilities attributable to mental retardation. At present there are approximately 80 students ages 3 through 21 in the Program. The Carter Center has seven classes for those students who are 14 years of age and older. Children living in certain state institutions may be eligible for this program. Three other elementary schools have Developmental Day Care Programs for elementary aged students. A Full 766 Evaluation determines the eligibility for placement in the Program, with the final decision being made by the Central Review Team. The major objectives of the Developmental Day Care Program are to emphasize the students' abilities and to provide opportunities for them to maximize their potential — physically, emotionally, and intellectually.

The basic curriculum objectives of the Program are:

- **The Physical Motor Development Program** uses slides, parallel bars, swings, climbing chairs, tricycles and other equipment to help students acquire mobility and coordination.
- **Self-Help Skills** - Many students in the Program are not able to perform ordinary routine activities of daily living such as dressing, toileting, body hygiene and feeding. The daily program centers around these self-help skills to ensure that students may use these skills both at home and at school.
- **Sensory and Perceptual Motor Skills** - Most multi-handicapped individuals experience some intellectual, sensory and motor loss. Students are given many experiences which involve visual, tactile (touching) and auditory stimulation (music, colored lights, mobiles, chimes, pillows etc.). Students are trained for pre-reading lessons with materials such as puzzles, pegs, stacking disks etc.
- **Language Development** - It is important to recognize that language plays an important part in the process of learning and development. Generally, language and communication development is greatly disrupted in individuals with multiple handicaps. The aim of this Program is to teach students how to make their needs and wants known using appropriate standardized language, hand gestures and signals where students have the ability to do so.
- **Social Responses** - Since many multi-handicapped students have some degree of abnormal psychological behavior, the Program is designed to develop and change the individual's social responses to the environment. Behavior modification techniques, using positive reinforcement, are used to shape student behavior. These methods make it possible to train many students to respond to simple commands (stand up!), to develop better self-help skills (such as swallowing), to have success in toileting, and most importantly, to eliminate negative behaviors such as screaming, hitting, or self-abusive actions.

Students who need support services receive physical therapy, occupational therapy, language stimulation, adapted physical education, visual and auditory training, and social services, as prescribed in their Individual Educational Plans. Educational workshops are frequently held for parents. The workshops serve to encourage parents to meet for support and discussions, to answer questions, and to train parents in techniques to use at home.

FOR MORE INFORMATION . . .

Developmental Day Care Program
Carter Center
396 Northampton Street
Boston, Massachusetts 02118

267-6881

GENERAL INFORMATION ABOUT DEVELOPMENTAL DISABILITIES

Human development is a process which begins before birth and continues through adulthood. This continuous process allows a child to grow physically, intellectually and emotionally.

Since all children grow at different rates, there are some children who are naturally slower to develop than others. Most of these children eventually catch up with their peers. Other children whose intellectual growth is impaired at an early stage in their lives may have **developmental disabilities.** While these children may also have physical or emotional problems, the universal characteristic of developmental disabilities is that of limited intellectual ability.

PREVENTION OF DEVELOPMENTAL DISABILITIES

Families with a handicapped child sometimes want help in planning more children. Parents considering a second child should be aware of the following important information:

- **Prenatal care should be obtained early and the doctor's advice followed.** Medications that might be harmless otherwise, may not be safe during pregnancy. It is now known that smoking and drinking alcohol are more dangerous during pregnancy and some recent research shows that addicted mothers will frequently give birth to addicted babies. Infections and other health problems should get immediate attention to protect both the mother and the fetus. Good nutrition which is always important, is crucial during pregnancy for the proper development of the baby.
- **The best time in a woman's life to have children is between the ages of 20 and 35.** Teenagers and older women are more likely to give birth to infants who have a greater risk of developmental disabilities or other handicapping disabilities.
- **A wait of two years or more between children increases the chances of being in better physical condition for having a healthy baby.** The wait also allows the mother to give the infant the attention and stimulation which is very important to the baby's physical and mental development.
- **Genetic counseling is available if the family history, age of the mother, or any other factors increase the possibility of having an unhealthy baby.** The best time for counseling and other medical advice is before pregnancy, although it is still helpful and necessary during pregnancy. During pregnancy, a technique called **amniocentesis** can often determine whether nor not the baby is developing properly.

If you suspect that your child is developing too slowly, contact your school nurse, family doctor, neighborhood health center, or hospital. An appointment may assure you that you have nothing to worry about, or it may lead to early corrective measures which will give your child the greatest opportunity to develop normally.

COMMUNITY RESOURCES

The following city-wide community resources may be able to provide information and services related to developmental disabilities. The School's Developmental Day Care Program, many neighborhood health centers and hospitals may also be able to provide additional information.

DEVELOPMENTAL DISABILITIES LAW CENTER 426-7020
294 Washington Street
Boston, Massachusetts 02108

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS 482-2915
120 Boylston Street - Suite 338
Boston, Massachusetts 02116

MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS (MARC) 965-5320
381 Elliot Street
Newton, Massachusetts 02164

MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH
REGION VI OFFICE 727-5795
Erich Lindemann Mental Health Center
Government Center Plaza
Boston, Massachusetts 02114
(ask to be referred to the Developmental Disabilities Unit which covers your neighborhood)

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH 727-5822
39 Boylston Street
Boston, Massachusetts 02116

MASSACHUSETTS DEVELOPMENTAL DISABILITIES COUNCIL 727-6374
1 Ashburton Place - 21st Floor
Boston, Massachusetts 02108

PLACES TO WRITE FOR MORE INFORMATION

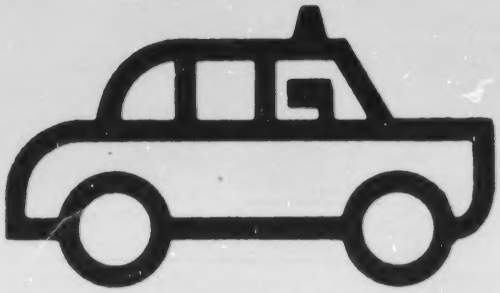
The national organizations listed below publish free information and catalogs which are available upon request. Be sure to check your local library for other resource materials.

ASSOCIATION FOR MENTALLY ILL CHILDREN (AMIC)
120 Boylston Street - Suite 338
Boston. Massachusetts 02116
482-2915

THE MASSACHUSETTS ASSOCIATION FOR MENTAL HEALTH, INC.
1 Walnut Street
Boston, Massachusetts 02108
742-7452

CLOSER LOOK
P.O. Box 1492
Washington, D.C. 20013

NATIONAL INSTITUTE OF MENTAL HEALTH
United States Department of Health, Education and Welfare
5600 Fishers Lane
Rockville, Maryland 20852



SPECIAL TRANSPORTATION

According to Chapter 766, if transportation is required then it must be included as part of the Individual Educational Plan (IEP) of students in need of special educational services. Under Chapter 766, students with special needs may receive three kinds of transportation: daily transportation from home to school; daily transportation between home, school, and special agencies or programs; and periodic trips between home and residential program. When transportation services are required through Chapter 766, a **"Transportation Request Form"** is used. This form is usually completed by the 766 Evaluation Team Leader and signed by the parent at the time of the 766 Evaluation. Students may be transported by regular vehicles or by vehicles which have modifications or special equipment.

Regular education students who have special needs due to chronic health conditions such as severe asthma, or short-term medical problems such as a broken hip, are also eligible to receive special transportation between home and school. A statement of need must be signed by a doctor or clinic and then sent for approval to the Associate Director of Contracted Educational Services, Department of Special Services, 26 Court Street, 7th Floor, Boston, Massachusetts 02108. Such approvals are implemented by the Department of Transportation.

The Boston Public Schools do not directly provide transportation to students. The Transportation Department within the Boston Public Schools is responsible for contracting with private bus and taxi companies to provide the needed transportation.

The following are the major provisions under special transportation:

1. It is the practice of the driver to contact the student's home before the first pick-up to provide parents with needed information and to answer specific questions.
2. Parents may choose to transport their children to school. Although parents are not required to provide transportation, they will be paid per mile if they choose to do so.
3. Students should not have to be continuously transported for more than one hour each way. A student may be transported for more than an hour only with written consent of the 766 Evaluation Team and approval of the Greater Boston Regional Education Center of the Department of Education.
4. Transportation monitors are provided on vehicles which transport one or more students of ages three and four who have substantial disablitites, or students of any age whose behavior distracts the driver. The Monitors are employees of the Boston School Committee.
5. Transportation Monitors are provided to assist students with special needs on and off vehicles, and in and out of classrooms when such assistance is necessary.
6. The Department of Transportation and the Registry of Motor Vehicles are responsible for verifying the condition of all equipment and vehicles used to transport students with special needs.

Chapter 766 mandates services for students between the ages of three and twenty two. Students who are younger than three years old, or older than twenty-one years old may be eligible to receive special transportation through another Massachusetts State Law entitled **Chapter 19**. This law states that the local school departments are responsible for the transportation of students with severe developmental disabilities who are being served in facilities which are approved by the Department of Mental Health (DMH). These facilities may include educational facilities, occupational and vocational sites, and day care programs.

Under Chapter 19, the following requirements must be met before the Boston Public Schools are responsible for providing this special transportation:

1. The students are either clients of the Department of Mental Health (DMH), or have been approved by DMH as qualified to attend a particular program.
2. The facility or program is one that is approved by the Department of Mental Health.
3. The Department of Mental Health has notified the Boston Public Schools that the student will be attending the facility or program.

In the past, there have been many problems involving private transportation contractors. The nature of the complaints has included:

- the condition of the vehicle
- the conduct of the driver
- late pick-up and arrival
- inappropriate location of pick-up and delivery
- overcrowded vehicles
- unauthorized persons traveling in the vehicle
- no provisions for aides or monitors when necessary

It is important that the **Department of Transportation** be notified immediately of any complaints or problems regarding student transportation so that the problem can be remedied. Parents or teachers with complaints about transportation should call **726-6314.**

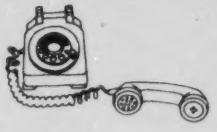
It is also important to document all complaints. When filing a complaint about transportation, the following information should be provided:

- the exact nature of the complaint
- the name of the driver
- the exact date and time of the incident
- the license number of the transportation vehicle
- the exact location of the pick-up and the destination

It might be a good idea to use the following chart to keep a record of your complaint:

NATURE OF COMPLAINT	DATE	CONTACT PERSON	RESULTS

FOR MORE INFORMATION . . .



766 Transportation Clerk
Department of Special Services
Special Schools and Programs
26 Court Street, 7th Floor
Boston, MA 02108

726-6215

Special Transportation
Department of Transportation
26 Court Street, 9th Floor
Boston, Massachusetts, 02108

726-6314

CONTRACTED EDUCATIONAL SERVICES

There are many programs for students with special needs within the Boston Public Schools. However, there are some students whose needs are so specialized that no appropriate program presently exists for them. When no appropriate program is available within the Boston Public School System, the Department of Special Services arranges for the student to attend a State Approved private school or program. These arrangements are made through **Contracted Educational Services.** There are currently over 1000 students who are receiving such services. Approximately 200 of these students are in residential placements, while the rest are in day programs. Those in day programs return to their own homes after classes.

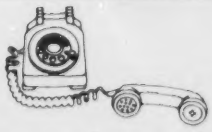
All of the private schools which are contracted to provide services for Boston students are approved under Chapter 766 by the Division of Special Education of the Massachusetts Department of Education. A complete list of these approved schools may be found in the **State Directory for Approved Placement, Listing of Private Schools Approved Under 766,** which is available at the Division of Special Education, 31 St. James Avenue, 6th Floor, Boston, Massachusetts 02116.

Students between the ages of 3 and 22 are eligible for contracted services. Only the Central Review Staff can recommend the student for private day school programs (program prototype 502.5), private residential programs (502.6), or alternative high school programs (502.11b). This recommendation is sent to the Associate Director of Contracted Educational Services who assigns a **Placement Specialist** to each student. The Placement Specialist is responsible for obtaining the placements for students who have been recommended for contracted services by the Central Review Staff.

Parents should be aware that there are often many more students needing private placements than there are placements available. Additionally, the private schools themselves determine which students they will accept. If no opening exists, students are placed on a waiting list until an opening becomes available. Until students are placed, they are eligible to receive instruction within a Boston Public School if the school is able to provide an appropriate short-term program. Students are eligible to receive other interim services when schools are unable to provide a short-term program.

Once placed, the student's Individual Educational Plan (IEP) is reviewed yearly. If the Review Staff recommends that a student no longer needs private placement, the student returns to his/her geocoded school or to a school where an appropriate special program is available. This process can often be done gradually with the approval of the Director of Special Schools and Programs and the private school. Parental consent is required.

FOR MORE INFORMATION . . .



Contracted Educational Services
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

726-6563

VOCATIONAL PROGRAMS

The Boston Public School's **Department of Career and Occupational Education** and the **Department of Special Services** work closely together to provide vocational programs for all students. This section describes vocational programs available to all students in the Boston Public Schools as well as those specifically designed for students who are found to have special needs.

VOCATIONAL / OCCUPATIONAL PROGRAMS

- **Vocational Programs for All Students**
  - **Magnet Programs**
  - **Cooperative Industrial Programs**
  - **Flexible Campus Programs**
- **Vocational Programs for Students With Special Needs**
  - **Middle School Career Education Program**
  - **Career Instruction Managers**
  - **Occupational Evaluation Center**
  - **Prevocational Diagnostic Program**
  - **Special Needs Support Team at the ORC**
  - **Substantially Separate Middle School Program**
  - **Occupational Assistance Program for the Physically Handicapped**
  - **Vocational Program for the Deaf/Multi-Handicapped**
  - **Occupational Skill Development Centers**
  - **Prevocational Day School**
  - **Open Door Exploratory Program**
  - **Project Y.E.S. Alternative Program**

VOCATIONAL PROGRAMS FOR ALL STUDENTS

Boston Public School's **Department of Career and Occupational Education** has established many prevocational and vocational programs which are available to all students in the City. Although all students with special needs have access to these programs, it is the responsibility of the 766 Evaluation Team to assist the student in developing appropriate training options. The 766 Evaluation Team will also specify support services which will help the student participate successfully in the program. All interested students are encouraged to apply for admission.

MAGNET PROGRAMS

Special magnet programs are open for enrollment to students from all districts at East Boston High School, Charlestown High School, and Roxbury High School. The programs at these high schools will be listed as options on high school applications.

PROGRAM	SCHOOL	DESCRIPTION
MAJOR PROGRAMS	**CHARLESTOWN HIGH** 30 Monument Square Charlestown, MA 02129 242-1450	***Collection of course offerings and specialties in Technical Graphics, Recreational Skills, Writing-Journalism, and Government Studies.*** ***Entering grade level 9***
MAGNET PROGRAMS	**ROXBURY HIGH** 55 Greenville Street Roxbury, MA 02119 427-2524	***Allied Health Careers Program in cooperation with Harvard University hospitals; Electronic Computer Data Processing Program in cooperation with State Street Bank and Trust Company.*** ***Entering grade level 9***
BUSINESS EDUCATION MAGNET PROGRAM	**EAST BOSTON HIGH** 86 White Street East Boston, MA 02128 567-0450	***Training for jobs in bookkeeping; accounting, court legal, or medical stenography; secretarial work.*** ***Entering grade level 9 or 10***

OCCUPATIONAL/VOCATIONAL COOPERATIVE INDUSTRIAL PROGRAMS

There are eleven citywide magnet **Vocational Cooperative Industrial Programs.** The students enrolled in these programs are offered courses which prepare them for interesting and challenging craft occupations. The courses consist of 50% shop work and 50% academic work.

The concept of **work cooperative programs** is to involve local industries in the training of students. When students are selected to enter the cooperative phases of the course, they are placed in an outside company, where they receive a salary for their work.

Students must select the specific program and the school at which the desired program is offered. Students from any part of the City may apply. Each program must have an enrollment based on the city-wide racial-ethnic enrollments.

PROGRAM	SCHOOL	DESCRIPTION
AUTOMOTIVE	**BRIGHTON HIGH (DISTRICT I)** 25 Warren Street Brighton, Ma. 02135 782-6520	***Training in engine rebuilding, engine tuneup, automotive emission control, transmission rebuilding, front end alignment, brake and exhaust service and automotive air conditioning service*** ***Entering grade level 10 or 11***
AGRIBUSINESS AND NATURAL RESOURCES OCCUPATIONS	**WEST ROXBURY HIGH (DISTRICT III)** 1205 V.F.W. Parkway West Roxbury, Ma. 02132 323-2349	***Preparing for careers in the following: animal science, horticulture, floriculture, landscaping, agriculture mechanics. Also preparing for study in agriculture.*** ***Entering grade level 9 or 10***
MACHINE SHOP	**HYDE PARK HIGH (DISTRICT IV)** 655 Metropolitan Avenue Hyde Park, Ma. 02136 361-0408	***Training for possible jobs as a tool and die maker, machinist, millwright or machine operator, operating all types of machine tools; operating lathes, milling machines, shapers, measuring tools, drill presses.*** ***Entering grade level 10 or 11***
CABINET MAKING UPHOLSTERY FURNITURE FINISHING	**DORCHESTER HIGH (DISTRICT V)** 9 Peacevale Road Dorchester, Ma. 02124 436-2555	***Woodworking; repairing, rebuilding, and upholstering furniture; touch-ups and finishing fine furniture; cabinet making; operating 20 various woodworking machines; shop safety.*** ***Entering grade 10 or 11***
AUTO BODY SHEET METAL	**SOUTH BOSTON HIGH (DISTRICT VI)** 95 G Street South Boston, Ma. 02127 268-3082	***Repairing and painting auto bodies; owning or operating an auto body shop; working with metals, owning or operating a sheet metal shop. Allied fields such as ventilation and airconditioning; ship building; sign manufacture; and maintenance roofing.*** ***Entering grade level 10 or II***
ELECTRICAL	**CHARLESTOWN HIGH (DISTRICT VII)** Monument Square Charlestown, Ma. 02129 242-0175	***Electric wiring for sound and intercom system; fire alarm systems; AC and DC motors and controls; lighting; hospital signaling, services, and metering; appliance repairs and burglar alarms.*** ***Entering grade level 10 or 11***
MACHINE SHOP BUSINESS EDUCATION	**EAST BOSTON HIGH (DISTRICT VIII)** 86 White Street East Boston, Ma. 02128 567-0450	***Training in the machine shop program can lead to jobs as a tool and die maker, machinist, millwright or machine operator, operating all types of machine tools: operating lathes, milling machines, and shapers, measuring tools, machine tools, drill presses.*** ***Training in the business education program can lead to jobs in bookkeeping, accounting, court, legal or medical stenography or secretarial work.*** ***Entering grade level 9 or 10***
PRINTING GRAPHIC ARTS	**BOSTON TECHNICAL HIGH** 205 Townsend Street Roxbury, Ma. 02121 445-0219	***Photo-offset printing; camera stripping; Linotype, Ludlow, typesetting, cold type composition, composition, pasteup, markup, design composition.*** ***Entering grade level 10 or 11***

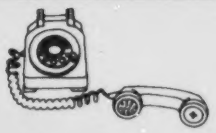
FLEXIBLE CAMPUS PROGRAMS

The Flexible Campus Program is a school-sponsored, career-oriented program for high school students. Each Boston high school develops and administers its own Flexible Campus Program. No two programs are identical. The program includes both on-campus and off-campus educational opportunities. On-campus activities include mini-courses, guest speakers, film series, field trips and tutorial services. Off-campus options in such areas as career education and work study programs are available with cooperating universities, business establishments, and social, cultural and governmental agencies.

The Head Master in each school is responsible for the administration of the Flexible Campus Program through the Flexible Campus Coordinator.

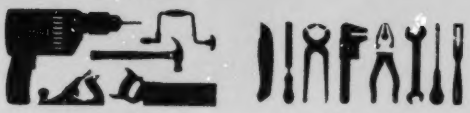
SCHOOL	PROGRAM	DESCRIPTION
BOSTON TRADE	**Automotive Repairs** **Electrical Repairs** **Cabinet Making** **Drafting** **Carpentry** **Electronics** **Machine Shop** **Painting and Decorating** **Plumbing** **Printing** **Sheet Metal** **Welding**	***This program involves on-site skill preparation in the trades. The student chooses one trade and concentrates in that specific trade for a four year program.*** ***Entering grade level 9-12***
OCCUPATIONAL RESOURCE CENTER (O.R.C.)	**Cosmetology** **Culinary Arts** **Fashion Design** **Hospital Assistant** **Medical Secretary** **Restaurant Management** **Health Aide**	***These programs are cooperative, involving training and work experience. The student will be able to fulfill both academic and vocational requirements at the school of his or her choice.*** ***Entering grade level 10, 11, 12, or 13***

FOR MORE INFORMATION . . .



Department of Career and Occupational Education
26 Court Street, 6th Floor
Boston, Massachusetts 02108

726-6272



SPECIAL NEEDS PREVOCATIONAL AND VOCATIONAL PROGRAMS AND SERVICES

The Department of Special Services and the Department of Occupational and Vocational Education have worked together to establish several prevocational and vocational programs and services which are available to special needs students depending upon their Individual Educational Plans (IEP). The following is a brief description of these programs and services:

MIDDLE SCHOOL CAREER EDUCATION

The Boston Public School's **Middle School Career Education Program** requires all students, including those with special needs, to participate in a career exploratory experience in three areas during the middle school years. The three areas are: home economics, industrial arts, and business education.

All special needs students participate in mainstream career exploratory programs, with the exception of students with program prototype 502.4 who need to be served in a substantially separate program. Adapted materials and special services are provided to ensure participation of special needs students in Career Education Programs.

Each middle school in the Boston Public Schools has a career education planning team and one member of each team is a special educator. The Career Education Coordinator in each school serves as the career advocate for the special needs students in the school.

CAREER INSTRUCTION MANAGERS

There are 10 special needs Career Instruction Managers working in the high schools. The counselor's role is to:

- assist in placing special needs students in appropriate occupational programs.
- assist the 766 Evaluation Team in the development of a vocational component in the Individual Educational Plan (IEP) for each student with special needs in vocational programs.
- assist the shop teachers to meet the needs of these students.
- inform and involve parents in their child's occupational education.

OCCUPATIONAL EVALUATION CENTER

The Boston Public School's Division of Career and Occupational Education has recently opened an **Occupational Evaluation Center For Special Needs Students** at Madison Park High School. A short-term evaluation supplies information about the student's ability and potential in a variety of skill areas, and determines placement in an appropriate occupational program. The Center also promotes the research and development of instruments to measure occupational interests and abilities of students.

PRE-VOCATIONAL DIAGNOSTIC PROGRAM

The Department of Special Services feels that students should experience a wide variety of occupational learning experiences before concentrating on a particular skill. The decision for indepth skill training should be based on a student's interest and abilities as well as on reports from occupational special education teachers during the middle and 9th grades. Ninth grade students with special needs are eligible for placement in vocational programs at the recommendation of the 766 Evaluation Team.

There are two **substantially separate ninth grade exploratory programs** which help special needs students to make career decisions based on a wide variety of occupational learning experiences. The two programs, located at Boston Trade School and Roxbury High School, are similar in design but provide different learning experiences for ninth grade students.

The following is a description of each of the diagnostic exploratory programs:

BOSTON TRADE SCHOOL

This program provides introductory and exploratory experiences in trade and industry-related areas. Students are given the opportunity to learn and apply the basic knowledge and skills of the construction, power and manufacturing trades. This substantially separate program serves moderately handicapped students within program prototype 502.4. A teacher certified in occupational education and a teacher certified in special education teach cooperatively in prevocational and academic areas. An aide who is skilled in industry-related areas helps the teachers to individualize the program for each student.

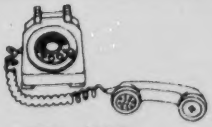
The curriculum areas include:

- safety
- tool recognition and maintenance
- mechanical drawing
- basic carpentry
- fundamentals of electricity
- basic plumbing maintenance
- basic masonry skills
- basic electronic assembly
- building maintenance
- small engine repair

ROXBURY HIGH SCHOOL

The Roxbury High School Program duplicates the Boston Trade School Program in the areas of curriculum, areas of work to be covered, evaluation of work, and staffing. The Roxbury High School Program differs in that it serves students with prototypes 502.1, 502.2, 502.3, and 502.4 who attend the high school.

FOR MORE INFORMATION . . .



Vocational and Pre-Vocational Education
Department of Special Services
26 Court Street, 7th Floor
Boston, Massachusetts 02108

726-6353

THE SPECIAL NEEDS SUPPORT TEAM AT THE OCCUPATIONAL RESOURCE CENTER

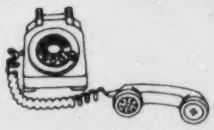
The **Special Needs Support Team** offers a variety of services to special needs students enrolled at the **Pilot Occupational Resource Center (O.R.C.).** The purpose of the program is to assist special needs students in developing employable skills at their maximal level. In order to accomplish this, several support services are offered by the team. The services involve direct support to the students and consultation to the staff.

Student support services include individual counseling, tutoring, and job placement services. These services help students to perform at their maximal level within the variety of occupational training areas at the O.R.C. Job placement services provide the important link between training and employment.

A major objective of the program is to offer consultation to the teachers who are working with the students. The Special Needs Support Team offers assistance in implementing Individual Educational Plans and adapting materials, methods and curriculum. The Support Team also develops linkages with the Evaluation Team Leader and the special needs staff at the student's school to coordinate the academic and vocational components of the student's program. This activity allows for the coordinated implementation of comprehensive Individual Educational Plans between the two sites of the student's program.

Staff includes a Student Program Manager, a Job Placement Counselor and three instructional aides. People interested in referring students with special needs to O.R.C.Programs should contact the Special Needs Team at the Occupational Resource Center.

FOR MORE INFORMATION . . .



566-4425

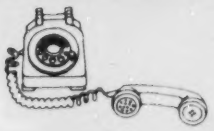
The Special Needs Support Team
Occupational Resource Center
240 Heath Street
Roxbury,Massachusetts

SUBSTANTIALLY SEPARATE MIDDLE SCHOOL EXPLORATORY PROGRAM

Many middle school students with moderate special needs are unable to successfully participate in regular vocational programs. **The Substantially Separate Middle School Exploratory Program** has been established to provide career awareness, exploration and preparation to students who are in substantially separate classes at the middle school level, (program prototype 502.4) and who, according to their Individual Education Plans (I.E.P.'s), could benefit from prevocational experience. The Program is located at the Gavin School and provides an exploration of existing shops.

All academics are related to occupational instruction and instruction is done through a team approach. The special needs educator and the special needs occupational exploratory teacher from the program work very closely with the regular occupational exploratory teacher at the Gavin School. The major goal of the program is to prepare students to participate successfully in less restrictive programs.

FOR MORE INFORMATION . . .



The Substantially Separate Middle School Exploratory Program
26 Court Street, 7th Floor
Boston, Massachusetts 02108

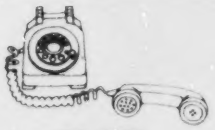
726-6510

OCCUPATIONAL ASSISTANCE PROGRAM FOR THE PHYSICALLY HANDICAPPED

This program provides support services to physically disabled students who are enrolled in Industrial Arts, Home Economics, and Vocational/Occupational Education Programs. The purpose of the project is to provide access to these programs for students with substantial physical impairments.

The staff of the Occupational Assistance Project consists of an Occupational Education Teacher Consultant and three teacher aides. The Occupational Education Teacher Consultant provides initial instruction to demonstrate to the regular instructor the methods and adaptations which will result in successful programs. The consulting teacher is also available to the regular instructors throughout the school year. Instructional aides are provided for those students who are in need of continual support in order to be successful in their program. The primary objective of the program is to make sure that students with physical disabilities acquire skills which will enable them to enter employment upon graduation from school. Another major objective is to help students develop independent living skills.

FOR MORE INFORMATION . . .



726-6539

Vocational Program for the Physically Impaired
Department of Special Services
26 Court Street - 7th Floor
Boston, Massachusetts 02108

VOCATIONAL PROGRAM FOR THE DEAF AND MULTI-HANDICAPPED

The **Vocational Program for Multi-Handicapped/Deaf Students** is housed in the Horace Mann Unit of the Jackson-Mann School. The Program is substantially separate (program prototype 502.4) and provides small group academic instruction, career exploration and specific entry-level skill training for students ages 13 through 21.

Students may learn skills in three occupational clusters:

- **industry-related occupations**
- **business and office-related occupations**
- **food, home and health-related occupations**

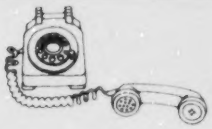
The Program provides occupational instructors who work with the students in occupational exploration and skill training, as well as special education teachers who work with students in small group academic instruction. In addition, each of the three Occupational Skill Centers is served by a special needs counselor whose reponsibilities include: counseling, job development, job placement and supervision, community organization and inter-agency cooperation.

There are three phases to the Program:

- **skill training in school facilities**
- **non-paid, on-the-job training in the community**
- **part- or full-time employment**

Follow-up and support services will be provided to graduates and their families to ensure that students who have progressed through the school program will continue to do so after graduation.

FOR MORE INFORMATION . . .



JACKSON-MANN SCHOOL
Horace Mann Unit
40 Armington Street
Allston, Massachusetts 02134

787-5313

OCCUPATIONAL SKILL DEVELOPMENT CENTERS

There are presently three operating **Occupational Skill Development Centers (O.S.D.C.)** within the Boston Public School System. The Centers are located at **Hyde Park High School, Dorchester High School, and Charlestown High School**. Each Center provides an opportunity for 50 special needs students to participate in a program which prepares them to work successfully in a social/vocational setting appropriate to their ability.

The students, ages 16 through 21, are referred by the 766 Evaluation Team. These students need a substantially separate vocational program because of delayed psychological and/or social development and limited ability to learn through traditional methods of instruction. Students must meet three basic requirements before being accepted into the program:

1. The student must be 16 years of age or older by the first day of the school year.
2. Parent(s) or guardian(s) must demonstrate a desire or interest in the student's learning in an occupational/vocational setting.
3. Students must not demonstrate persistent severe behaviors that would harm themselves, others, or personal property.

Regular education students also participate in the program by taking on the roles of advocates, tutors, and assistants.

The curriculum of the Occupational Skill Development centers is a combination of specific occupational skill training, and academic materials and methods which are designed to correspond to the occupational areas being taught. The curriculum also includes intensive personal and social skill development activities to help the students succeed in functioning in their jobs and in the community. Students have an opportunity to participate in three occupational skill areas at each center:

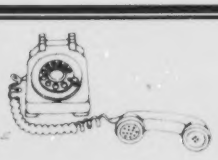
- **FOOD SERVICE** - small restaurant or cafeteria serving faculty, staff, and visitors.
- **BUSINESS AND OFFICE** - complete offset printing, duplication, and production capabilities.
- **BUILDING SERVICES** - cleaning crews working in school and in the community.

There are three phases in the program. The first is **skill training** in the center facilities at the two high schools, the second is **non-paid, on-the-job training** in the community, and the third is **part- or full-time employment.**

The O.S.D.C. also serves, at each site, a small group of students in need of basic prevocational experiences. These students benefit from the occupational environments at each Center while still receiving intensive support in skill areas of daily living, academics, and language development.

Support services are provided as needed for individual students. Special transportation is also provided if necessary.

FOR MORE INFORMATION . . .



Occupational Skill Development Centers **361-7060**

PREVOCATIONAL DAY SCHOOL PROGRAM

The Prevocational Program, which is housed in the former McKinley Elementary School, is a substantially separate career exploratory program. The program serves 30-40 students between the ages of 12 and 16 years of age with moderate to severe behavior problems and learning disabilities.

The Prevocational Program is a model program operated by the Department of Special Services and the Department of Career and Occupational Education. The school provides a desegregated program for both young men and women. The Program includes basic and vocationally related academic instruction, occupational exploration, work preparation and placement, survival skill acquisition, physical education, behavior change and assessment.

Students are able to explore the following careers:

- **building trades/maintenance**
- **mechanics**
- **business services**
- **textiles**
- **basic offset printing**
- **food service/housekeeping, drafting and manufacturing programs are planned for the near future**

There are two kinds of academic programs: **a basic program** which teaches math, reading and language arts; and a **related academic program** which teaches remedial math, reading, science, and social studies as they pertain to shop work being done by students. An after-school program and a summer program are available. Students are encouraged to use public transportation to school but special transportation is provided if necessary. Support services are provided to individual students as needed. These services include social services, court liaison and outreach, counseling, behavior therapy, psychomotor training, medical supervision and vocational guidance.

Student success is measured by the demonstration of increased academic skills, basic occupational skills, appropriate social behavior, and placement into one of the secondary occupational skill development programs in the Boston Public School System.

The following is the referral, admissions, and assignment process for the Prevocational Program:

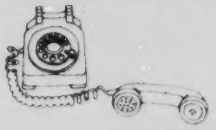
1. Referral by 766 Evaluation Team.
2. Review of Educational Plan by Central Review Team (CRT).
3. Consideration by Prevocational Program Admissions Committee.
4. Review of decisions by Prevocational Program Advisory Committee.
5. Approval of the placement by the parent or guardian.
6. Approval of the placement by the Director of Special Schools and Programs.
7. Review of Educational Plan and approval of placement by the Regional Office of the State Department of Education.
8. Assignment by the Department of Implementation.
9. Entrance into Program.

THE OPEN DOOR EXPLORATORY PROGRAM

The **Open-Door Exploratory Program** is a specially funded Occupational/Special Education program. It has been established to meet the needs of students ages 12 through 22 with severe learning or behavioral problems who have dropped out of school or who are awaiting placement.

The Open-Door Program is located at the McKinley School which is presently the site of the **Prevocational Day School.** The Open Door Exploratory Program operates an extended-day, 11 month program, using flexible scheduling and individualized instruction. The staff includes an Industrial Arts instructor/counselor and a Special Education instructor/counselor. The team will provide occupational exploration, related academics, crisis intervention, outreach work and counseling.

FOR MORE INFORMATION . . .



Prevocational Day School
The McKinley School
50 St. Mary Street
Boston, Massachusetts 02215

536-4476

PROJECT Y.E.S.
ALTERNATIVE PROGRAMS

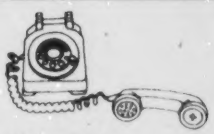
The **Youth Entitlement Services Project (Y.E.S.)** has funded a proposal developed by the Department of Special Services and the Department of Career and Occupational Education to establish an alternative program for out-of-school youth with special needs. The purpose of this project is to provide youth aged 16 or over an opportunity to gain a high school diploma while receiving on-the-job training through jobs provided through Y.E.S.

The alternative program is scheduled to begin in January, 1979 and will be based on objectives written in the students' Individualized Educational Plan (IEP). The major components of the Project include the following:

- **Job Placement/Counseling Services** - A Vocational Special Needs Counselor is responsible for adapting the job placements to meet student needs. The Counselor is also responsible for re-integrating students into occupational programs within the system and for offering personal counseling to students.
- **Academic Component** - Academic instruction is individualized and based on the student's Individual Educational Plan (IEP). Class size will not be more than 9 students and these students will receive Boston Public Schools credit.
- **Vocational Exploratory Program** - Students will be given one hour a day of vocational exploration. A major objective of this component will be to motivate students to look for further training within the Boston Public Schools.

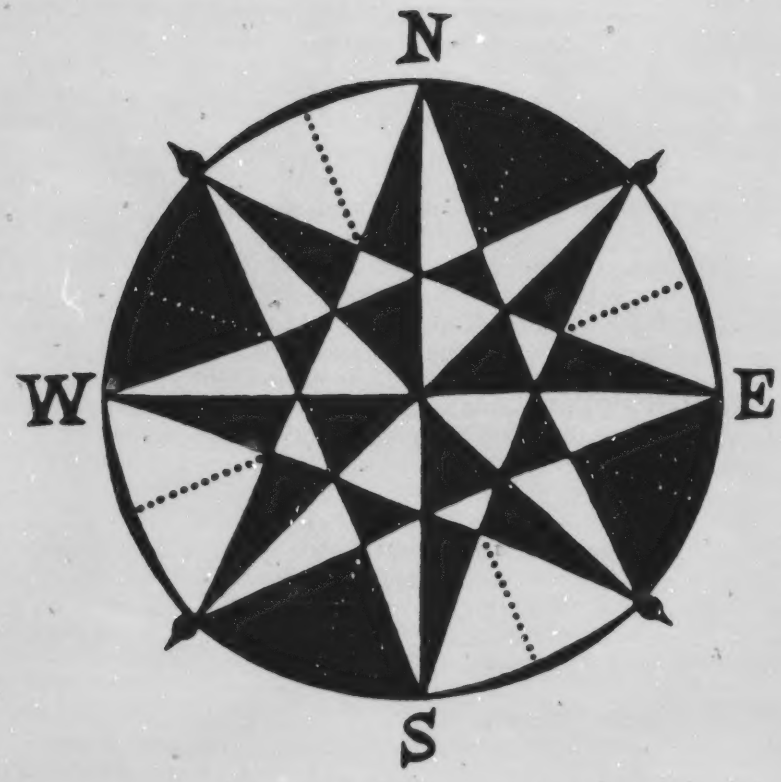
Students 16-19 years of age may be eligible for this alternative program if they have dropped out of school, are in danger of dropping out, or are being considered for placement in a private day school or residential program.

FOR MORE INFORMATION . . .



Project Facilitator — **288-0663**
Project Y.E.S. Office, Dorchester High School
Boston, Massachusetts 02124

Prevocational and Vocational Programs — **726-6262**
26 Court Street, 7th Floor
Boston, Massachusetts 02108



SCHOOL DISTRICT MAPS

THE ASSIGNMENT PROCESS

Currently, the Boston Public Schools is under orders from the Federal District Court to desegregate all public schools, at all grade levels, and in all programs to comply with Federal laws and regulations and to make sure that every student is assured of the Constitutional guarantee of equal educational opportunity. The Department of Implementation issues assignment applications every Spring, and determines student assignments according to guidelines established by the Federal Court. Students and parents entering the Boston Public Schools for the first time can obtain an application form and an information booklet explaining the assignment process in detail from the offices of any Community District Superintendent.

COMMUNITY DISTRICT SCHOOLS

The City of Boston is divided into eight geographical areas called **Community School Districts.** These districts are further divided into smaller areas of several city blocks which are called **geocodes.** Students are assigned to a specific Community District School in districts 1 through 8 according to the geocode within which they live. The geocodes are assigned to each Community District School so that the population in each school reflects the racial guidelines established for that district by the Court.

Students in each community district are entitled to attend their geocoded school in their own district at the elementary and middle school levels. In most cases, the number of high school students in a district exceeds the number of available seats at their Community District High School. Students' names are selected at random from among all students requesting assignment to the Community District High School.

MAGNET SCHOOL PROGRAMS

District 9 is the city-wide school district which includes all **magnet programs.** These programs are open to all students on a city-wide basis. Each magnet program has a major theme around which its academic program and enrichment activities are based. Magnet programs provide a means for integrating students of all races and ethnic groups from all over the city into an educational setting based on common academic interests. Assignments to magnet schools and programs are made on the basis of student preferences, desegregation goals, and seat availability.

PAIRINGS

Colleges, universities, business firms, and cultural institutions are paired with Community District Schools and Magnet Schools on an individual as well as on a district-wide basis to improve the quality of education available to Boston Public School students.

- **Colleges and universities** in the Boston area work with the schools to develop enrichment programs in such fields as language arts, fine arts, theater arts, science, and special education.
- The association between the schools and the **business community** is achieved through the **Tri-Lateral Council for Quality Education** which provides the resources for a wide range of varied educational programs such as plant tours, speakers, career awareness programs, tutorial activities, basic skills training, internships, and direct financial aid.
- The **Cultural Education Collaborative** links schools with **museums, performing arts groups, and other cultural institutions** in Massachusetts for joint educational programs.

SPECIAL EDUCATION PROGRAMS
Under Chapter 766, Boston Public Schools are equipped with at least one Resource Room in every building offering a variety of services to special needs students. Students receiving special services in a resource room program are assigned through the normal geocode assignment process to their Community District School or a Magnet School. If a student's special needs require placement in a substantially separate program (program prototype 502.4), the parents will be sent written notification of the assignment. The Department of Implementation will make the assignment after consultation with the Department of Special Services.

BILINGUAL PROGRAMS
Limited English-speaking students may be eligible for bilingual education. To qualify for bilingual programs students must be screened by the Department of Transitional Bilingual Education. The Boston Public Schools offer bilingual programs in Spanish, Chinese, Italian, Greek, French (Haitian), Portuguese, Crioulo (Cape Verde) and Vietnamese. In the bilingual program, students learn basic skills in their own language. At the same time, they learn English as a second language and aspects of their native culture. Chapter 766 and vocational education programs are available in some schools offering bilingual programs. **For more information on bilingual programs, call the Department of Transitional Bilingual Education at 726-6296.**

GENERAL INFORMATION

For specific information on an individual school, parents are encouraged to call the school principal or the office of their Community District Superintendent. The **Student Assignment Information Book** contains all the latest information about the assignment and transportation process, listings of the Community District Schools, and descriptions of the Magnet School programs. This booklet is available in English, Spanish, French, Greek, Italian, Chinese and Portuguese editions, and can be obtained at local schools, Community District offices, or the Department of Implementation at 26 Court Street, Boston.

Additional information on Magnet School programs is available from the City-Wide Educational Coalition and the District 9 Community District Advisory Council. **A Parent's Guide to Magnet School Programs** is a useful publication which contains magnet school program descriptions for parents and students. The Guide is published by the City-Wide Educational Coalition, and is available at the locations listed below.

FOR MORE INFORMATION . . .

THE CITY-WIDE EDUCATIONAL COALITION — **542-2835**
52 Chauncy Street
Boston, Massachusetts 02111

DISTRICT 9 CDAC — **445-1399**
Madison Park High School
55 New Dudley Street
Roxbury, Massachusetts 02119

DEPARTMENT OF IMPLEMENTATION — **726-6437**
26 Court Street
Boston, Massachusetts 02108

ALPHABETICAL MAPS INDEX

SCHOOL	MAP/NO.	
ABRAHAMS	2	1
ADAMS	8	1
AGASSIZ	2	2
ALIGHIERI	8	2
BALDWIN	1	1
BANCROFT	7	1
BARNES	8	9
BARRETT	1	2
BARRON	3	1
BATES	3	2
BEETHOVEN	3	3
BLACKSTONE	7	2
BIGELOW	6	1
BOSTON BUSINESS	9	23
BOSTON HIGH	9	14
BOSTON LATIN	9	16
BOSTON LATIN ACAD.	9	15
BOSTON TECH HIGH	9	17
BOSTON TRADE	9	18
BOWDITCH	2	3
BRADFORD	4	1
BRADLEY	8	3
BRIGHTON HIGH	1	14
BROOKS	5	1
BUNKER HILL	7	3
JEREMIAH BURKE HIGH	5	21
CANNON	3	4
CHAMPLAIN	5	17
CHANNING	4	2
CHARLESTOWN HIGH	7	13
CHEVERUS	8	10
CHITTICK	4	3
CLAP	6	2
CLEVELAND	5	18
CONDON	6	3
CONLEY	4	4
COPLEY SQUARE HIGH	9	19
CURLEY, JASON	9	1
CURLEY, MARY	2	14
DEARBORN	6	15
DEVER	6	4
DICKERMAN	5	2
DORCHESTER HIGH	5	22
EAST BOSTON HIGH	8	11
EDISON	1	11
EDWARDS	7	10
ELIOT	7	4
ELLIS	2	4
EMERSON	6	5
ENDICOTT	5	3
ENGLISH LANG. CENTER	9	24
EVERETT	4	4
FAIRMOUNT	4	5
FARRAGUT	1	3
FENWICK	6	6
FIFIELD	5	5
FULLER	2	5
GARDNER	1	4
GARFIELD	1	5
GAVIN	6	16
GREENWOOD,ELIHU	4	6
GREENWOOD, SARAH	5	6
GREW	4	7
GUILD	9	2
HALE	9	3
HALEY	9	4
HAMILTON	1	6
HARVARD—KENT	7	5
HEMENWAY	4	8
HENNIGAN	9	5
HERNANDEZ	9	6
HIGGENSON	2	6
HOLLAND	5	7
HOLMES	5	19
HURLEY	7	6
HYDE PARK HIGH	4	14
IRVING	3	14
JACKSON—MANN	9	7
JAMAICA PLAIN HIGH	2	17
JEREMIAH BURKE HIGH	5	21
KENNEDY, JOHN F.	2	7
KENNEDY, PATRICK	8	4
KENNEY	5	8
KILMER	3	5
KING	9	11
LEE	3	6
LEWENBERG	3	15
LEWIS	2	15
LONGFELLOW	2	8
LYMAN	8	5
LYNDON	3	7
MACKEY	9	12
MADISON PARK HIGH	9	21
MANNING	2	9
MARSHALL	5	9
MASON	6	7
MATHER	5	10
MATTAHUNT	3	8
McCORMACK	6	17
McKAY	9	8
McKINLEY	9	26
MEAD	1	12
MENDELL	2	10
MICHELANGELO	7	11
MILMORE	1	7
MORRIS	3	9
MOTLEY	5	11
MOZART	3	10
MURPHY	5	12
OAK SQUARE	1	8
O'DONNELL	8	6
O'HEARN	5	13
OHRENBERGER	9	9
O'REILLY	6	8
OTIS	8	7
PARKER	2	11
PARKMAN	2	12
PASTEUR	9	20
PERKINS	6	9
PERRY	6	10
PHILBRICK	3	11
PRINCE	7	7
QUINCY	7	8
RICHARDS	5	14
RIPLEY	3	12
ROCHAMBEAU	5	15
ROGERS	4	12
ROOSEVELT, FRANKLIN	4	9
ROOSEVELT, THEODORE	2	16
ROXBURY HIGH	7	14
RUSSELL	6	11
SEAVER	2	13
SHAW, PAULINE	4	10
SHAW, ROBERT	3	16
SHERIDAN	8	8
SOUTH BOSTON HIGH	6	18
STONE	5	16
SUMNER	3	13
TAFT	1	13
TAYLOR	4	1
THOMPSON	4	13
TIMILTY	7	12
TOBIN	1	9
TROTTER	9	10
TUCKERMAN	6	12
TYNAN	6	13
UMANA, MARIO	9	22
WARREN-PRESCOTT	7	9
WEST ROXBURY HIGH	3	17
WHEATLEY	9	13
WILSON	5	20
WINSHIP	1	10
WINTHROP	6	14

COMMUNITY DISTRICT MAPS

This section is designed to connect you with the appropriate person to answer your questions at the school building level. Questions or problems related to the 766 Evaluation process or special education services should be addressed to the 766 Evaluation Team Leader at the school. Questions or problems related to regular educational services should be referred to the classroom teacher or the School Principal/Headmaster.

The City of Boston is divided into eight geographical districts called **Community School Districts**. District 9 is the city-wide school district which includes all magnet programs open to students on a city-wide basis.

All schools are listed in this section according to the Community School Districts. The numbered symbols on the map correspond to the listings on the opposite page, as in the example below.

COMMMUNITY DISTRICT OFFICE

SCHOOL

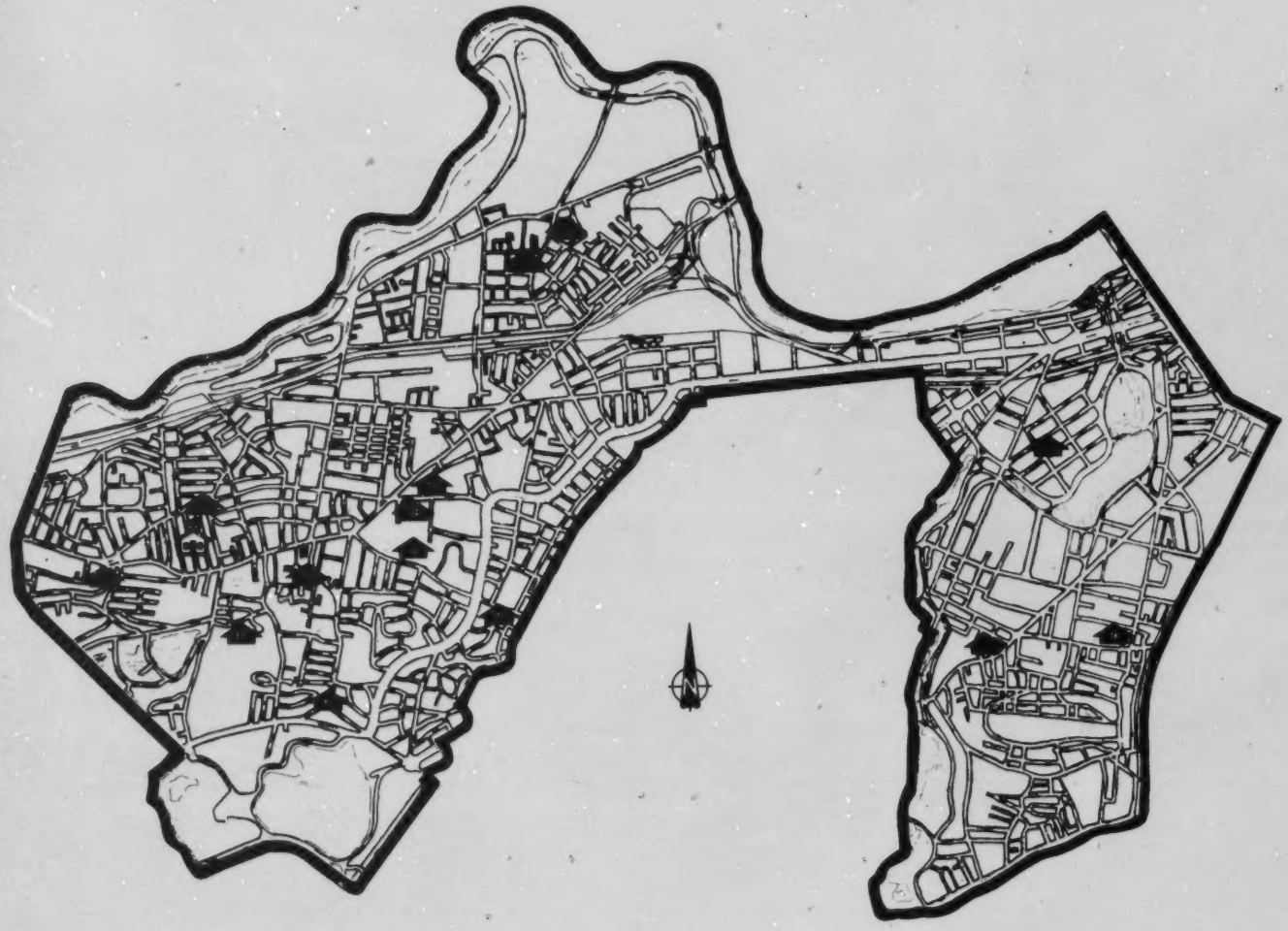
HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
17. WEST ROXBURY HIGH 1205 V.F.W. Parkway West Roxbury, MA 02132	Donald Pellegrini (A) 323-4866	Portia Byard Marion L. Conley Frederick J. Murphy Caesar J. Tarallo 323-4876 or 4877	Joseph Donahue William Hartnett 323-4467

ALPHABETICAL MAPS INDEX

If you are not sure where a particular school is located, the **Alphabetical Maps Index** on the facing page will indicate the District Map and the reference number of the school.

DISTRICT 1

Allston
Brighton
Mission Hill
Roxbury



COMMUNITY DISTRICT OFFICE

Community District Superintendent

Anne O'Brien — **783-1195**
Mary Lyon School
50 Beechcroft Street
Brighton, MA 02135

Community District 766 Evaluation Coordinator
Alexander Ferrarro — **783-1978**

DISTRICT 1

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. BALDWIN 121 Corey Road Brighton, MA 02135	Charles L. James 566-3511	Irene Alexander 782-8090
2. BARRETT 25 Travis Street Allston, MA 02134	Janet M. Short 254-0177	Robert Greenland 254-2929
3. FARRAGUT 10 Fenwood Road Boston, MA 02115	George J. Hermiston 232-1522	Marie Cusick 232-1528
4. GARDNER 30 Athol Street Allston, MA 02134	Roland F. Doherty 782-2288	Florence Thorp 254-1550
5. GARFIELD 95 Beechcroft Street Brighton, MA 02135	Florence A. Hadley 254-3145	Robert Greenland 254-2900
6. HAMILTON 196 Strathmore Road Brighton, MA 02135	John W. Molloy 782-0900	Irene Alexander 782-8090
7. MILMORE 97 Peterborough St. Boston, MA 02115	Elizabeth Teixeira 267-2333	Mary Kelly 267-2331
8. OAK SQUARE 35 Nonantum Street Brighton, MA 02135	Ellen J. Murray 783-1734	Florence Thorp 783-1734
9. TOBIN 40 Smith Street Roxbury, MA 02120	Charles H. Gibbons 427-3990	Marie Cusick 442-8228
10. WINSHIP 54 Dighton Street Brighton, MA 02135	James H. Kean 254-2007	Mary Kelly 783-5984

MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
11. EDISON 60 Glenmont Road Brighton, MA 02135	Joseph Bage 782-3005	Sarah M. Bennett * Rosario Scarcella (A) 782-2855	James McNiff 787-3986
12. MEAD 149 Washington Street Brighton, MA 02135	Dean S. Yarbrough 783-1225	Sarah M. Bennett * 783-1225	Mary Kelly 783-1225
13. TAFT 20 Warren Street Brighton, MA 02135	Michael Fung 782-0080	Herbert F. Carroll Luco LaCambria 254-1279	James Mawn 787-4748

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
14. BRIGHTON HIGH 25 Warren Street Brighton, MA 02135	Francis D. Tracy 782-6386	Mary A. Maloney Joseph E. McTiernan Gloria Pope (A) 254-6066	William Corsetti 782-5690

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 2

Jamaica Plain
Roslindale
Roxbury

COMMUNITY DISTRICT OFFICE

Community District Superintendent
Daniel Kearns (Acting) — **323-5250**
Parker School
Church and Centre Streets
West Roxbury. MA 02132

Community District 766 Evaluation Coordinator
Robert Mannis — **323-5252 or 323-1867**

DISTRICT 2

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. ABRAHAMS 20 Mahler Road Roslindale, MA 02131	Amanda B. Amis 522-0740	Catherine Shea 522-0740
2. AGASSIZ 20 Child Street Jamaica Plain, MA 02130	I. Michael Sallen 524-0360	Mary Feeney 524-0104
3. BOWDITCH 82 Green Street Jamaica Plain, MA 02130	Anthony Abruzzese 524-1670	Janey Frank 524-1670
4. ELLIS 302 Walnut Avenue Roxbury, MA 02119	Ralph Galeota 445-0432	Marie George 427-7481
5. FULLER 25 Glen Road Jamaica Plain, MA 02130	Robert McLaughlin 524-3586	Lorraine Barry 524-3586
6. HIGGINSON 160 Harrishof Street Roxbury, MA 02119	Leo J. Conway 427-7708	Marie George 427-7705
7. J. F. KENNEDY 7 Bolster Street Jamaica Plain, MA 02130	Joseph P. Abbot 522-3353	Janey Frank 524-2660
8. LONGFELLOW 885 South Street Roslindale, MA 02131	Thomas F. Kennedy 323-4480	Marietta King 323-1866
9. MANNING 130 Louder's Lane Jamaica Plain, MA 02130	Donald T. DeGrandis 524-2652	Marietta King 524-2652
10. MENDELL 164 School Street Jamaica Plain, MA 02130	Patrick J. McDonough 524-6986	Lorraine Barry 524-6986
11. PARKER Church & Centre Streets West Roxbury, MA 02132	Ronald Spratling (A) 323-5250	Marietta King 323-3050
12. PARKMAN 25 Walk Hill Road Jamaica Plain, MA 02130	Charles F. Ziniti 524-0176	Catherine Shea 522-9690
13. SEAVER 35 Eldridge Road Jamaica Plain, MA 02130	Ronald M. Bagley 524-4010	Catherine Shea 524-4010

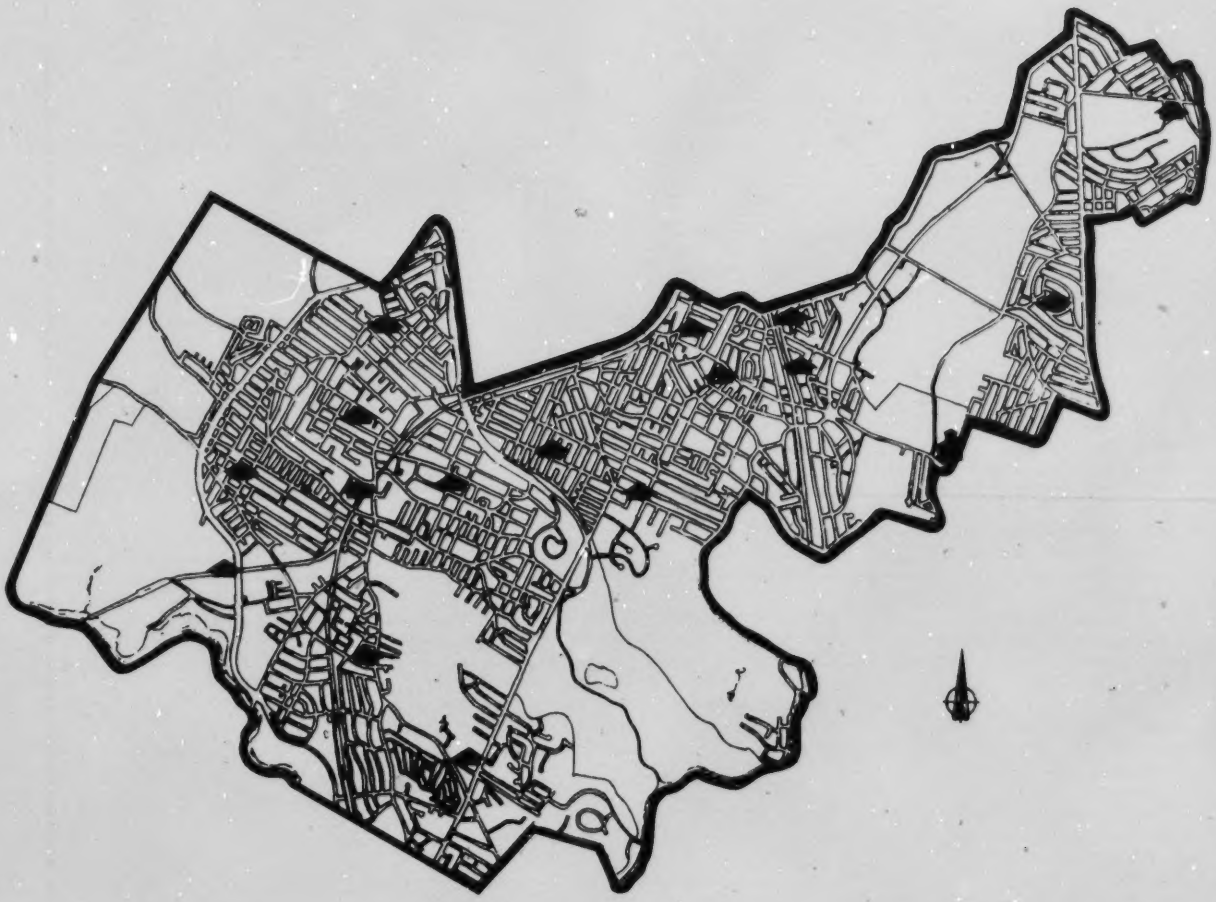
MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
14. M. E. CURLEY 493 Centre Street Jamaica Plain, MA 02130	524-2020	Joan B. Eldridge J. Warren Sennott 524-6006	Paul Howe 524-2917
15. LEWIS 131 Walnut Avenue Roxbury, MA 02119	George A. Johnson 427-4546	Marilyn Stevens 427-8294	Emma Reavis 427-4546
16. T. ROOSEVELT 61 School Street Roxbury, MA 02119	Clifford Janey 522-9571	Irving Lee 522-1019	R. Cheryl Thompson 522-9128

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
17. JAMAICA PLAIN HIGH 144 MacBride Jamaica Plain, MA 02130	Ronald Spratling (A) 524-4074	William P. Gilligan Richard Savage William Colom (Bilingual) 524-6540	Naomi Furman 524-7472

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 3

West Roxbury
Roslindale
Mattapan



COMMUNITY DISTRICT OFFICE

Community District Superintendent
Donald Burgess (Acting) — **298-0190**
Mattahunt School
100 Hebron Street
Mattapan, MA 02126

Community District 766 Evaluation Coordinator
Edward Marshall — **298-0191**

DISTRICT 3

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. BARRON 515 Hyde Park Avenue Roslindale, MA 02131	Rita K. Manning 327-4946	Marguerite Little 327-4946
2. BATES 426 Beech Street Roslindale, MA 02131	Catherine James 323-2761	Eileen McNeil 323-1113
3. BEETHOVEN 5125 Washington Street West Roxbury, MA 02132	Mary A. Brennan 323-4470	Roland Gendron 327-0321
4. CANNON 35 Hastings Street West Roxbury, MA 02132	Martin J. Greeley 327-5304	Roland Gendron 327-5304
5. KILMER 35 Baker Street West Roxbury, MA 02132	Marguerite McCauley 327-7745	Roland Gendron 327-7745
6. LEE 155 Talbot Street Dorchester, MA 02124	Frances C. Kelley 265-6500	Gail Bernstein 282-8667
7. LYNDON 140 Russet Road West Roxbury, MA 02132	William F. Hennessey 323-5638	Edna McCourt 323-5638
8. MATTAHUNT 100 Hebron Street Mattapan, MA 02126	Agatha G. Howard 298-0785	Richard Hacunda Marguerite Little 298-5864
9. MORRIS 60 Wren Street West Roxbury, MA 02132	Jacob A. Santamaria 325-1604	Richard Hacunda 325-1604
10. MOZART 236 Beech Street Roslindale, MA 02131	John J. Passanisi 323-2757	Eileen McNeill 323-2757
11. PHILBRICK 40 Philbrick Street Roslindale, MA 02131	John A. Fisher 327-3883	Barbara Helmsdorf 327-3883
12. RIPLEY 295 Temple Street West Roxbury, MA 02132	Paul J. Keane 327-1567	William Hartnett 323-4467
13. SUMNER 15 Basile Street Roslindale, MA 02131	Charles B. Kenney 325-5322	Barbara Helmsdorff 325-5322

MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
14. IRVING 114 Cummins Highway Roslindale, MA 02131	Richard J. Maloney 323-2633	Phyllis M. Coughlin William R. MacDougall Elizabeth Otto 327-1921	John Harris 323-8739
15. LEWENBERG 20 Outlook Road Mattapan, MA 02126	William O'Connell 298-9360	John S. Donoghue Joan F. Murphy * 298-5828	William Rowan 296-9561
16. R. G. SHAW 20 Mt. Vernon Street West Roxbury, MA 02132	Cornelius J. Keohane 325-2727	Mary E. Thyne Joan F. Murphy * 323-3609	Edna McCourt 325-5050

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
17. WEST ROXBURY HIGH 1205 V.F.W. Parkway West Roxbury, MA 02132	Donald Pellegrini (A) 323-4866	Portia Byard Marion L. Conley Frederick J. Murphy Caesar J. Tarallo 323-4876 or 4877	Joseph Donahue William Hartnett 323-4467

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 4

Hyde Park
Mattapan
Dorchester
Roslindale

COMMUNITY DISTRICT OFFICE

Community District Superintendent
Michael Turner — **364-3033**
E. Greenwood School
612 Metropolitan Avenue
Hyde Park, MA 02136

Community District 766 Evaluation Coordinator
Edward Zawaki — **361-2909**

DISTRICT 4

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. BRADFORD 800 Morton Street Mattapan, MA 02126	Beatrice B. Wyatt 825-6512	Eileen Morrissey 436-6411
2. CHANNING 35 Sunnyside Street Hyde Park, MA 02136	James W. Mulroy 361-0489	James Carney 361-0489
3. CHITTICK 154 Ruskindale Road Mattapan, MA 02126	Gladys S. Wood 361-0353	Eileen Morrissey 361-7727
4. CONLEY 450 Poplar Street Roslindale, MA 02131	James J. O'Connor 325-0014	Jane Sullivan 325-2076
5. FAIRMOUNT 85 Williams Avenue Hyde Park, MA 02136	Francis X. Ledwith 361-1388	Jane Sullivan 361-0758
6. E. GREENWOOD 612 Metropolitan Avenue Hyde Park, MA 02136	Paul M. Donovan 361-5393	Ann Murray 361-8834
7. GREW 40 Gordon Avenue Hyde Park, MA 02136	Thomas B. McAuliffe 361-6618	James Carney 361-3643
8. HEMENWAY Millstone Road Hyde Park, MA 02136	Joseph E. McKeigue 361-1920	James Carney 361-1920
9. F. ROOSEVELT 95 Needham Road Hyde Park, MA 02136	Timothy F. Galvin 361-4789	Ann Murray 361-4879
10. P.A. SHAW 429 Norfolk Street Dorchester, MA 0214	John J. Bradley 436-3145	Eileen Morrissey 265-8168
11. TAYLOR 1060 Morton Street Mattapan, MA 02126	Clare A. Joyce 298-1486	Barbara Hughes 298-3919

MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
12. W.B. ROGERS 15 Everett Street Hyde Park, MA 02136	John J. Daniels 361-1990	Virginia O. Bowker(L.O.A.) Joseph Lovett * Frank McKernan * Irving Winitzer (A) 361-2570	Edward Holland 361-4788
13. THOMPSON 100 Maxwell Street Dorchester, MA 0214	Gerald Hill 282-4040	Janet Owens Frank McKernan * Josephine Galloway(LOA) 825-0475	Joseph Tondorf 282-8597

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
14. HYDE PARK HIGH 655 Metropolitan Avenue Hyde Park, MA 02136	Michael A. Donato 361-8080	Mary E. Cardarelli Joseph J. Collins John P. Craven 361-1922	Frederick Dorgan 364-5129

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 5
Dorchester

COMMUNITY DISTRICT OFFICE

Community District Superintendent
Mildred B. Griffith **288-2455**
Leen School
65 Bailey Street
Dorchester, MA 02124

Community District 766 Evaluation Coordinator
Adeline Cannamela **282-6620**

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. BROOKS 5 Perth Street Dorchester, MA 02121	William J. Hart 427-4116	William Han 427-3507
2. DICKERMAN 206 Magnolia Street Dorchester, MA 02121	Francis O'Meara 445-9479	William Han 427-3507
3. ENDICOTT 2 McLellan Street Dorchester, MA 02121	Gladys R. DeCosta 825-5196	Rosalyn Greenwald 288-0774
4. EVERETT 71 Pleasant Street Dorchester, MA 02125	Robert Glennon 265-2762	Sarah Waldron 265-2762

5. FIFIELD 25 Dunbar Avenue Dorchester, MA 02124	Daniel D. Walsh 825-7706	Patrick Fasenello 825-8962	
6. S. GREENWOOD 189 Glenway Street Dorchester, MA 02121	436-7690	James Henry 287-8964	
7. HOLLAND 85 Olney Street Dorchester, MA 02121	Edith D. Simons 265-6656	Frances Martuscello 265-6647	
8. KENNY 19 Oakton Avenue Dorchester, MA 02122	Ralph A. DiMattia 825-7423	Dorothea McLaughlin 282-4241	
9. MARSHALL 35 Westville Street Dorchester, MA 02124	Dorothea T. Callahan 436-3130	Kathleen Moriarity Rita Waters 436-1885	
10. MATHER Meeting House Hill Dorchester, MA 02122	William O'Connor 265-3764	James Sampson 265-3764	
11. MOTLEY 141 Savin Hill Avenue Dorchester, MA 02122	Virginia M. Duseau 265-7797	Gregory Seymourian 265-7088	
12. MURPHY 1 Worrell Street Dorchester, MA 02122	John M. Hughes 288-7621	Kathleen Daley 288-7354	
13. O'HEARN 1669 Dorchester Avenue Dorchester, MA 02122	Isabella T. Ravenell 282-3178	Rosalyn Greenwald 288-0774	
14. RICHARDS 80 Beaumont Street Dorchester, MA 02124	Nicholas G. Bergin 265-7088	Gregory Semourian 265-7088	
15. ROCHAMBEAU 60 Gibson Street Dorchester, MA 02122	William W. Wright 436-7748	Kevin Halloran 238-7323	
16. STONE 22 Regina Road Dorchester, MA 02124	Richard Brown 825-2656	Kevin Halloran 288-7323	
MIDDLE SCHOOL	**PRINCIPAL**	**GUIDANCE**	**766 TEAM LEADER**
17. CHAMPLAIN 22 School Street Dorchester, MA 02124	Daniel E. O'Connell 436-6433	Gerard F. Donovan * 436-6422	Eric Cooper Joanne Grassa 288-9806
18. CLEVELAND 11 Charles Street Dorchester, MA 02122	Frank R. Lyons 825-9201	William Burke Gerard Donovan * Iris V. Husbands Eleanor V. Panttaja 825-4512	Lorraine Bordonro Ed Worth 288-8143
19. HOLMES 40 School Street Dorchester, MA 02124	Edward P. Mabardi 436-7318	Joan D. Creedon Daniel Marcelonis * 436-1765	Joanne Grassa 288-9806
20. WOODROW WILSON 18 Croftland Avenue Dorchester, MA 02124	John Cunningham 288-4730	Alan Kaplan Daniel Marcelonis * Margaret O'Connor 282-5522	Idola Williams Teresa DiNola 825-5200
HIGH SCHOOL	**HEAD MASTER**	**GUIDANCE**	**766 TEAM LEADER**
21. JEREMIAH BURKE 60 Washington Street Dorchester, MA 02121	Douglas G. Foster 427-0240	Nancy Gunn Dickerson William T. Gable * Irene A. Mickunas 445-9775	Paulette Evans 442-7979
22. DORCHESTER HIGH 9 Peacevale Road Dorchester, MA 02124	Edward. C. Lambert 436-2065	William Conlon William T. Gable * Jacqueline Nau 825-6570	Charles Flaherty 288-0070

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 6

Columbia Point
South Boston
Roxbury

COMMUNITY DISTRICT OFFICE

Community District Superintendent
Joseph McDonough — **282-3440**
Campbell Resource Center
1216 Dorchester Avenue
Dorchester, Massachusetts 02125

Community District 766 Evaluation Coordinator
Eileen Murphy — **282-1488**

DISTRICT 6

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. BIGELOW 350 West Fourth Street South Boston, MA 02127	Joseph A. Lee 268-1991	Lucille DiGravio 269-3509
2. CLAP 35 Harvest Dorchester, MA 02125	Ralph E. D'Angelo 436-8400	Marylou McCarrick 436-8400
3. CONDON 200 D Street South Boston, MA 02127	Cornelius P. Cronin 269-1000	Barbara Gillis 269-5225
4. DEVER 325 Mt. Vernon Street Dorchester, MA 02125	James D. Supple 436-7375	Paula Johnson 825-6776
5. EMERSON 6 Shirley Street Roxbury, MA 02119	Bernice F. Johnson 427-2790	Gail Burnett 427-2790
6. FENWICK 150 Magnolia Street Dorchester, MA 02125	Michael J. Berrigan 445-8090	Gail Burnett 445-8090
7. MASON 150 Norfolk Avenue Roxbury, MA 02119	Philip Marino 445-2255	M. Paul Ward 445-2255
8. O'REILLY 347 Dorchester Street South Boston, MA 02127	Edward McHugh 269-1540	Frances Mullen 268-7149
9. PERKINS 50 Burke Street South Boston, MA 02127	269-1959	Frances Mullen 269-1959
10. PERRY 745 East Seventh Street South Boston, MA 02127	Sally M. Gorham 268-2994	Lucille DiGravio 268-0244
11. RUSSELL 750 Columbia Road Dorchester, MA 02125	Archie J. Walsh 265-7051	Marylou McCarrick 265-1585
12. TUCKERMAN 286 Emerson Street South Boston, MA 02127	Mary T. Sullivan 268-0118	William Doran 268-6161
13. TYNAN 650 East Fourth Street South Boston, MA 02127	Anne O'Neil 268-5316	William Doran 268-0118
14. WINTHROP 35 Brookford Street Dorchester, MA 02125	Joseph T. Joyce 445-8660	M. Paul Ward 445-1377

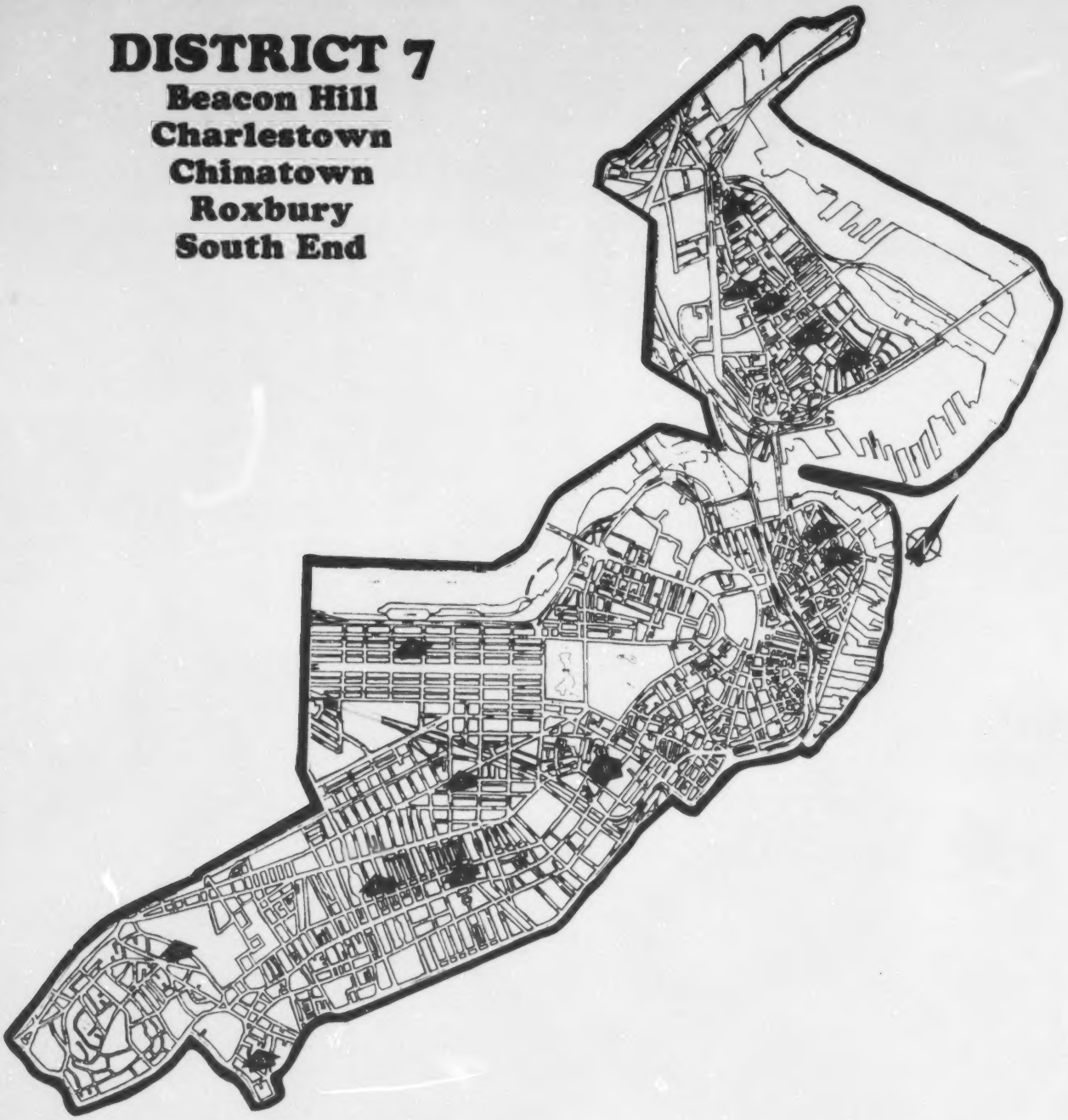
MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
15. DEARBORN 25 Ambrose Street Roxbury, MA 02119	445-5762	Yolanda Allison (L.O.A.) J. Warren Kane (A) 445-6753	Jacqueline Hill 445-6517
16. GAVIN 215 Dorchester Street South Boston, MA 02127	William Glennon 269-1723	John J. Buckley Estelle Hector 269-0134	Susan McMann 269-0947
17. McCORMACK 325 Mt. Vernon Street Dorchester, MA 02125	John Callahan 825-7949	Joseph Ford John J. McCole 265-0153	Elaine Lombardozzi 288-0235

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
18. SOUTH BOSTON HIGH 95 G Street South Boston, MA 02127	Jerome C. Winegar 268-2751 268-2928	Joseph Crowley Maria Grace Frank Murray 268-0552 / 268-2176	Laura Pirani 268-6522

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 7

Beacon Hill
Charlestown
Chinatown
Roxbury
South End



COMMUNITY DISTRICT OFFICE

Community District Superintendent
John McGourty — **426-5552**
New Quincy School
885 Washington Street
Boston, Massachusetts 02111

Community District 766 Evaluation Coordinator
Geraldine Hayward — **426-7665**

DISTRICT 7

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. BANCROFT 130 Appleton Street Boston, MA 02116	Ca'lannye Thomas 267-3943	Robin Hardy 247-3330
2. BLACKSTONE 380 Shawmut Avenue Boston, MA 02118	Thomas E. Clegg 267-7050	Maureen Rocks 267-7050
3. BUNKER HILL 68 Baldwin Street Charlestown, MA 02129	Joseph H. McCaffery 242-2565	Eileen Newton 242-1188
4. ELIOT 16 Charter Street Boston, MA 02113	Charles J. Garvey 227-6595	Replacement 742-5436
5. HARVARD-KENT 50 Bunker Hill Street Charlestown, MA 02129	Edmond J. Cardoni 242-5303	Eileen Newton 242-2833
6. HURLEY 70 Worcester Street Boston, MA 02118	Ann E. Garvin 536-2566	Hyacinth Roach 536-8561
7. PRINCE 201 Newbury Street Boston, MA 02116	Jeremiah J. Downey 536-8561	Robin Hardy 536-8561
8. QUINCY 885 Washington Street Boston, MA 02111	Louise M. McCoy 426-3514	Elenore Kearse 426-3518
9. WARREN-PRESCOTT-HOLDEN 50 School Street Charlestown, MA 02129	Marilyn R. Kiely 242-5486	George Stack 242-5486

MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
10. EDWARDS 28 Walker Street Charlestown, MA 02129	Thomas McLaughlin 242-0779	Margaret Borggaard Charles Gustin * 242-1988	Thomas B. Fitzgerald 242-0779
11. MICHELANGELO 70 Charter Street Boston, MA 02113	John P. Breen 227-1897	Salvatore Cacciola 723-6752	Replacement 227-9699
12. TIMILTY 205 Roxbury Street Roxbury, MA 02119	Curtis Wells 445-3114	Ivy Beckles * (A) Milton P. Hagins 427-2187	Richard Marden 427-4066

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
13. CHARLESTOWN HIGH 240 Medford Street Charlestown, MA 02129	Robert F. Murphy 242-1450	Elton Avery Andrew Vaccari * 242-0130	Paula Killion 242-0516
14. ROXBURY HIGH 35 Greenville Street Roxbury, MA 02119	Charles F. Ray 427-2524	Nancy Li (Bilingual) James Kerrigan * (A) Annelle Williams 427-4436	Isabelle Nicks 445-8668

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 8
East Boston

COMMUNITY DISTRICT OFFICE

Community District Superintendent
Peter Ingeneri — **569-2959**
East Boston High School
86 White Street
East Boston, MA 02128

Community District 766 Evaluation Coordinator
William Ciampa — **567-9041**

DISTRICT 8

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER
1. ADAMS 165 Webster Street East Boston, MA 02128	M. Tameo Denniston 567-1328	Peter Mortimer 567-0032
2. ALIGHIERI 37 Gove Street East Boston, MA 02128	John J. Gillis 569-1027	Marie Walsh 567-5583
3. BRADLEY 110 Beachview Road East Boston, MA 02128	Louis E. Tobasky 567-5583	Marie Walsh 567-5583
4. P. KENNEDY 343 Saratoga Street East Boston, MA 02128	J. Stanley Curran 569-2681	Thomas Connelly 569-0291
5. LYMAN 30 Gove Street East Boston, MA 02128	John Bane 567-0802	Marie Walsh 567-5583
6. O'DONNELL 35 Trenton Street East Boston, MA 02128	John T. Prince 569-4072	John Waggett 569-6376
7. OTIS 218 Marion Street East Boston, MA 02128	Philip Matthews 567-1409	Thomas Connelly 569-0291
8. SHERIDAN 1 Prescott Street East Boston, MA 02128	Nicholas F. Dioguardi 567-6316	John Waggett 569-6376

MIDDLE SCHOOL	PRINCIPAL	GUIDANCE	766 TEAM LEADER
9. BARNES 127 Marion Street East Boston, MA 02128	John T. Daley 569-1343	Sara L. Dangel William P. Foley (A) 569-0297	Joseph Condon 569-1318
10. CHEVERUS 10 Moore Street East Boston, MA 02128	Robert T. Conway 567-2984	Charles Gustin * 567-2984	Peter Mortimer 567-0032

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
11. EAST BOSTON HIGH 86 White Street East Boston, MA 02128	Carmen J. Scarpa 567-2140	Dominque Avellani) Donald Coverdale Benedict L. Margarone Julius J. Vennochi 567-3601	Peter Mortimer Rocco Jesso 569-6377

* ½ TIME (A) ACTING (L.O.A.) LEAVE OF ABSENCE

DISTRICT 9
City Wide

COMMUNITY DISTRICT OFFICE

Community District Superintendent
Muriel K. Harris (L.O.A.)
Roger Beattie (Acting) 442-1396
Madison Park High School
55 New Dudley Street, Building No. 6
Roxbury, MA 02119

Community District 766 Evaluation Coordinator
Cynthia Williams 442-1396

DISTRICT 9

ELEMENTARY SCHOOL	PRINCIPAL	766 TEAM LEADER	
1. CURLEY 40 Pershing Road Jamaica Plain, MA 02130	George F. Guptill 524-1743	Paul Howe 524-1755	
2. GUILD 5 Ashley Street East Boston, MA 02128	John V. Vozella 567-4194	Kathleen Ferraro 567-1230	
3. HALE 51 Cedar Street Roxbury, MA 02119	Pasquale Lochiatto 427-1930	Sandra Pereira 442-7940	
4. HALEY 570 American Legion Hwy. Roslindale, MA 02131	Robert J. Berry 522-1661	Janice Webster 442-9629	
5. HENNIGAN 200 Heath Street Jamaica Plain, MA 02130	Joseph J. Prendergast 427-4573	Bob Carson 442-9625	
6. HERNANDEZ 370 Columbia Road Dorchester, MA 02125	Maria Alvares Geddes 287-1093	Sandra Pereira 287-1659	
7. JACKSON-MANN 500 Cambridge Street Allston, MA 02134 HORACE MANN UNIT	787-5310 Patrice DiNatale 787-5313	Gwendolin Clark 787-1883	
8. McKAY 112 Cottage Street East Boston, MA 02128	Gerald E. McGrath 567-3967	Kathleen Ferraro 567-1230	
9. OHRENBERGER 175 West Boundary Road West Roxbury, MA 02132	Mary T. Connolly 323-7456	Bob Casey Janet Webster 323-7552	
10. TROTTER 135 Humboldt Avenue Roxbury, MA 02121	Barbara L. Jackson 427-3180	John F. Fleming 442-8363	John Bacci 442-8363
MIDDLE SCHOOL	**PRINCIPAL**	**GUIDANCE**	**766 TEAM LEADER**
11. MARTIN LUTHER KING 77 Lawrence Avenue Roxbury, MA 02121	Will Ella Brown 445-4120	Madeline Andrews Paul V. Connell 445-1967	Ronni Abush 445-7265
12. MACKEY 90 Warren Avenue Boston, MA 02116	Lloyd A. Leake 266-1968	Della Jones 266-1968	Tim Corkery 267-9547
13. WHEATLEY 20 Kearsage Avenue Roxbury, MA 02119	Eugene R. Ellis 427-3340	Replacement 427-3342	Anne Kasarjian 427-5340
HIGH SCHOOL	**HEADMASTER**	**GUIDANCE**	**766 TEAM LEADER**
14. BOSTON HIGH SCHOOL 332 Newbury Street Boston, MA 02115	Joseph L. Ippolito 261-1685	Peter Clark 262-7424	Patricia O'Connor 262-4792
15. BOSTON LATIN ACAD. 380 Talbot Avenue Dorchester, MA 02124	Christopher Lane 825-4240	Mary P. Hopkins Charles W. Kaufman Hosea Zollicoffer 825-1181	Anne Karsarjian 825-1180

* ½ TIME **(A)** ACTING **(L.O.A.)** LEAVE OF ABSENCE

HIGH SCHOOL	HEADMASTER	GUIDANCE	766 TEAM LEADER
16. BOSTON LATIN SCHOOL 78 Avenue Louis Pasteur Boston, MA 02115	Michael Contampasis 566-2250	Kevin J. Bowers Thomas J. Colbert Jr. Vincent F. Jackmauh Melvin Mednicoff Claudette Thompkins 566-5583	Gordon Estabrook 566-2250
17. BOSTON TECHNICAL 205 Townsend Street Dorchester, MA 02121	Henry F. Mulloy 445-4381	Matthew J. Connors Samuel Feldman Anthony G. Ferzoco Naomi Ross 445-5350	Replacement 442-9420
18. BOSTON TRADE 550 Parker Street Roxbury, MA 02120	445-6200	A. Ralph Fiore 445-6200	Bill Tinkham 445-6067
19. COPLEY SQUARE HIGH 150 Newbury Street Boston, MA 02116	Teresa A. Hamrock 267-9805	George Manfra * Margaret Zenga (A) 267-9806	Paula Killion 266-3672
20. ENGLISH HIGH 77 Avenue Louis Pasteur Boston, MA 02115	William A. Lawrence 738-6300	Joseph Feely Patsy A. Harrell Shirley Simpson Richard H. Sonego Luis Torres (Bilingual) Ralph Vozella 738-6302 or 4770	Zita Cousens Janet Manning 738-6326
21. MADISON PARK HIGH 55 New Dudley Street Roxbury, MA 02119	Thomas Hennessey 445-2440	Robert Belt Ana Bunker (Bilingual) Thomas Gilardi (A) Wayne Martin Roberta O'Leary Nancy O'Neil 445-2440	Mary Ryan Susan Haverty 445-2440 ext. 57
22. MARIO UMANA HARBOR SCHOOL OF SCIENCE & TECHNOLOGY 312 Border Street East Boston, MA 02128	Gustave Anglin 569-6280	Jean Cottrell George Manfra * Richard Viscarello 569-1131	Edward Joyce 569-3604
23. BOSTON BUSINESS SCHOOL (Post-Graduate) 989 Commonwealth Ave. Boston, MA 02215	Herbert C. Hambleton 787-5600	Charles Kaner 787-5600	
24. ENGLISH LANGUAGE CENTER 152 Arlington Street Boston, MA 02215	William Mallen 426-2276	Sandra Pereira 426-2276	Gilbert Mason 426-2276
SPECIAL SCHOOLS	**DIRECTOR**	**766 TEAM LEADER**	
25. CARTER SCHOOL 396 Northampton Street Boston, MA 02118	Roger Mazur 267-6811	George Stack 267-6881	
26. McKINLEY SCHOOL 50 St. Mary Street Boston, MA 02215	John Brown-Verre 536-4476		

* ½ TIME **(A)** ACTING **(L.O.A.)** LEAVE OF ABSENCE

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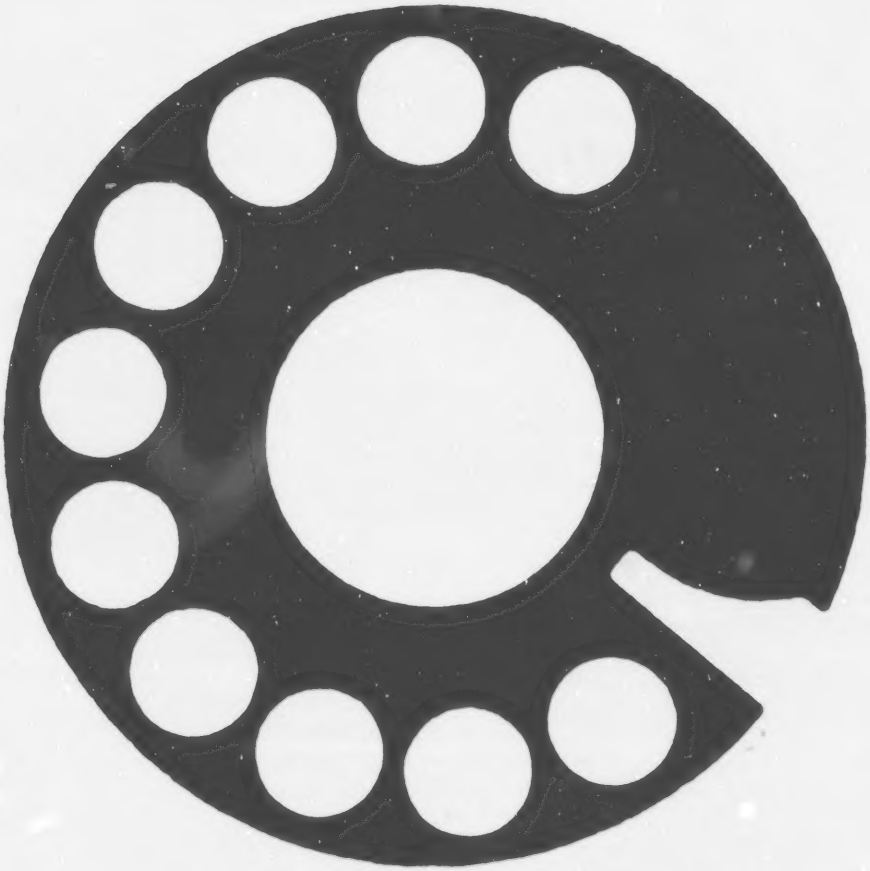


COMMUNITY RESOURCES

INFORMATION AND REFERRAL

LA ALIZANZA HISPANA
40 Dudley Street
Roxbury, Massachusetts 02119
427-7175
(Spanish spoken)

CARDINAL CUSHING CENTER
1375 Washington Street
Boston, Massachusetts 02118
542-0292
(Spanish spoken)

CITIZEN INFORMATION SERVICES
1 Ashburton Place
Boston, Massachusetts 02108

CITY-WIDE EDUCATIONAL COALITION
52 Chauncy Street
Boston, Massachusetts 02111
542-2835

DEPARTMENT OF SPECIAL SERVICES
26 Court Street, 7th Floor
Boston, Massachusetts 02108
726-6274

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street
Boston, Massachusetts 02116
482-2915
(Interpreter sometimes available)

INFORMATION CENTER FOR INDIVIDUALS WITH DISABILITIES
Statler Office Building - Room 329
20 Providence Street
Boston, Massachusetts 02116
727-5540

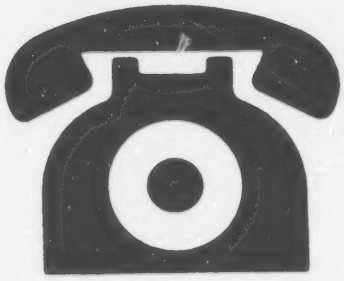
OFFICE FOR CHILDREN/HELP FOR CHILDREN
Region VI Office
120 Boylston Street
Boston, Massachusetts 02116
727-8898
Chinese and Spanish spoken

MASSACHUSETTS DEPARTMENT OF EDUCATION
Division of Special Education
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
547-7472
Bilingual publications available

MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH
Region VI Office
Erich Lindemann Mental Health Center
Government Center
Boston, Massachusetts 02114
727-5656
Spanish spoken

MASSACHUSETTS DEPARTMENT OF PUBLIC HEALTH
39 Boylston Street
Boston, Massachusetts 02116
357-5002

UNITED COMMUNITY PLANNING CORPORATION
87 Kilby Street
Boston, Massachusetts 02107
482-1454



CHILD ABUSE AND NEGLECT

Under Massachusetts law, professionals working with children are responsible for reporting cases of child abuse and neglect. The following agencies may be contacted for more information or to report cases which may require further investigation.

CATHOLIC CHARITABLE BUREAU OF BOSTON
10 Derne Street
Boston, Massachusetts 02114
523-5165
(Spanish spoken)

CHILDREN'S PROTECTIVE SERVICES
43 Mt. Vernon Street
Boston, Massachusetts 02108
227-2280
(Spanish spoken)

NAZARETH CHILD CARE CENTER
420 Pond Street
Jamaica Plain, Massachusetts 02130
522-4040
(French, Greek, and Spanish spoken)

OFFICE FOR CHILDREN
PROJECT CHILDREN AT RISK
120 Boylston Street
Boston, Massachusetts 02116
727-7341

PARENTS FOR THE STUDY AND PREVENTION OF CHILD ABUSE
329 Longwood Avenue
Boston, Massachusetts 02115
232-7950

EMPLOYMENT AND VOCATIONAL TRAINING PROGRAMS

ACTION FOR BOSTON COMMUNITY DEVELOPMENT (A.B.C.D.)
Manpower Division
150 Tremont Street
Boston, Massachusetts 02116
357-6000 Ext. 232
(Many languages spoken)

COMMUNITY WORKSHOPS, INC.
75 Kneeland Street
Boston, Massachusetts 02111
423-5678
(Fee paid by referring agency)

DIVISION OF EMPLOYMENT SECURITY
Hurley Building, Government Center
Boston, Massachusetts 02108
727-6580

JOBS CLEARING HOUSE, INC.
52 Chauncy Street
Boston, Massachusetts 02111
542-6364

JOBS FOR YOUTH
119 Charles Street
Boston, Massachusetts 02114
742-5520
(Spanish spoken)

JOBS PLACEMENT PROJECT, INC.
Lindemann Center
Government Center
Boston, Massachusetts 02144
727-8730

MASSACHUSETTS REHABILITATION COMMISSION
80 Boylston Street
Boston, Massachusetts 02116
426-5835

MORGAN MEMORIAL GOODWILL CENTER
95 Berkeley Street
Boston, Massachusetts 02116
357-9710
(Spanish spoken)

OPPORTUNITIES INDUSTRIALIZATION CENTERS
184 Dudley Street
Roxbury, Massachusetts 02119
442-2424
(French and Spanish spoken)

VOCATIONAL ADJUSTMENT CENTER
108 Massachusetts Avenue
Boston, Massachusetts 02115
266-5846
(Spanish spoken)

YOUTH ENTITLEMENT SERVICES (Y.E.S.)
15 Beacon Street
Boston, Massachusetts 02108
725-3550

HOSPITALS

There are many hospitals, health centers, and clinics in the city of Boston which provide evaluation and diagnostic services, as well as information and health care services for specific impairments.

Here are several important questions to think about before deciding which agency to choose:

- Does the hospital or health center provide the **specific services** you need?
- **How extensive are the services?**
- **How long must you wait** for an appointment?
- **Is the agency approved** under Massachusetts Chapter 766 Regulations?
- **What are the different ways to pay** for the services that you need? Will the Boston Public Schools pay for the services? Will the agency accept Medicaid and/or other forms of health insurance? (This way of paying for services is often called **third party payment.**)

AUDUBON HOSPITAL
107 Park Drive
Boston, Massachusetts 02115
536-1820
Facility Type: Chronic Disease

BETH ISRAEL HOSPITAL
330 Brookline Avenue
Boston, Massachusetts 02215
735-2000
Facility Type: General Medical / Surgical
(Many languages spoken)

BOSTON CITY HOSPITAL
818 Harrison Avenue
Boston, Massachusetts 02118
424-5000
Facility Type: General Medical / Surgical

BOSTON HOSPITAL FOR WOMEN LYING-IN
221 Longwood Avenue
Boston, Massachusetts 02115
734-5300
Facility Type: Maternity

BOSTON STATE HOSPITAL
591 Morton Street
Boston, Massachusetts 02124
436-6000
Facility Type: Psychiatric

BOSTON VETERANS ADMINISTRATION HOSPITAL
150 South Huntington Avenue
Boston, Massachusetts 02130
232-9500
Facility Type: General Medical / Surgical

CARNEY HOSPITAL
2100 Dorchester Avenue
Boston, Massachusetts 02124
296-4000
Facility Type: General Medical / Surgical
(Many languages spoken)

CHILDREN'S HOSPITAL MEDICAL CENTER
300 Longwood Avenue
Boston, Massachusetts 02115
734-6000
Facility Type: General Medical / Surgical
(Many languages spoken)

FAULKNER HOSPITAL
Allandale at Centre Street
Jamaica Plain, Massachusetts 02130
522-5800
Facility Type: General Medical / Surgical / Psychiatric
(Interpreters provided)

GLENSIDE HOSPITAL
49 Robinwood Avenue
Jamaica Plain, Massachusetts 02130
522-4400
Facility Type: Psychiatric

HAHNEMANN HOSPITAL
1515 Commonwealth Avenue
Brighton, Massachusetts 02135
254-1100
Facility Type: General Medical / Surgical

HARLEY PRIVATE HOSPITAL, INC.
6 Windemere Road
Dorchester, Massachusetts 02125
282-1060
Facility Type: General Medical / Surgical

HEBREW REHABILITATION CENTER FOR AGED
1200 Center Street
Roslindale, Massachusetts 02131
325-8000
Facility Type: Rehabilitation

HUNTINGTON GENERAL HOSPITAL
(Massachusetts Osteopathic Hospital)
222 South Huntington Avenue
Jamaica Plain, Massachusetts 02130
522-4300
Facility Type: General Medical / Surgical
(Many languages spoken)

JEWISH MEMORIAL HOSPITAL
59 Townsend Street
Roxbury, Massachusetts 02119
442-8760
Facility Type: Chronic Disease and Rehabilitation

J.P. KENNEDY, JR. MEMORIAL HOSPITAL
30 Warren Street
Brighton, Massachusetts 02135
254-3800
Facility Type: General Medical / Surgical
(Chinese, French and Spanish spoken)

LEMUEL SHATTUCK HOSPITAL
170 Morton Street
Jamaica Plain, Massachusetts 02130
522-8110
Facility Type: Chronic Disease / Surgical
(Many languages spoken)

LONG ISLAND HOSPITAL
(Long Island Chronic Disease Hospital)
Boston Harbor,Massachusetts 02169
328-1371
Facility Type: Chronic Division

LONGWOOD HOSPITAL, INC.
125 South Huntington Avenue
Jamaica Plain, Massachusetts 02130
566-1305
Facility Type: General Medical / Surgical

MASSACHUSETTS EYE AND EAR INFIRMARY
243 Charles Street
Boston, Massachusetts 02114
523-7900
Facility Type: Eye, Ear, Nose and Throat
(Many languages spoken)

MASSACHUSETTS GENERAL HOSPITAL
(Vincent Memorial Hospital)
32 Fruit Street
Boston, Massachusetts 02114
726-2000
Facility Type: General Medical / Surgical
(Many languages spoken)

MASSACHUSETTS MENTAL HEALTH CENTER
(Boston Psychopathic Hospital)
74 Fenwood Road
Boston, Massachusetts 02115
734-1300
Facility Type: Psychiatric

MASSACHUSETTS REHABILITATION HOSPITAL
125 Nashua Street
Boston, Massachusetts 02114
523-1818
Facility Type: Rehabilitation

MATTAPAN CHRONIC DISEASE HOSPITAL
249 River Street
Mattapan, Massachusetts 02126
298-7900
Facility Type: Chronic Division

NEW ENGLAND BAPTIST HOSPITAL
91 Parker Hill Avenue
Roxbury, Massachusetts 02120
738-5800
Facility Type: General Medical / Surgical

NEW ENGLAND DEACONESS HOSPITAL
(Deaconess Hospital)
185 Pilgrim Road
Boston, Massachusetts 02215
734-7000
Facility Type: General Medical / Surgical
(Many languages spoken)

NEW ENGLAND MEDICAL CENTER HOSPITAL
(Boston Floating Hospital, Tufts)
171 Harrison Avenue
Boston, Massachusetts 02111
956-5000
Facility Type: General Medical / Surgical
(Many languages spoken)

NEW ENGLAND SINAI HOSPITAL
215 Forest Hills Street
Jamaica Plain, Massachusetts 02130
522-2300
Facility Type: Chronic Disease

PARKER HILL MEDICAL CENTER
53 Parker Hill Avenue
Boston, Massachusetts 02120
566-7080
Facility Type: General Medical / Surgical

PETER BENT BRIGHAM HOSPITAL
721 Huntington Avenue
Boston, Massachusetts 02115
732-6000
Facility Type: General Medical / Surgical
(Many languages spoken)

ROBERT BRECK BRIGHAM HOSPITAL
125 Parker Hill Avenue
Boston, Massachusetts 02120
734-5700
Facility Type: General Medical / Surgical

SHRINERS BURNS INSTITUTE
50 Blossom Street
Boston, Massachusetts 02114
722-3000
Facility Type: Burns
(Spanish spoken)

SIDNEY FARBER CANCER CENTER
44 Binney Street
Boston, Massachusetts 02115
739-1100
Facility Type: Cancer-related

SAINT ELIZABETH'S HOSPITAL, INC.
736 Cambridge Street
Brighton, Massachusetts 02135
782-7000
Facility Type: General Medical / Surgical
(Many languages spoken)

SAINT JOHN OF GOD HOSPITAL
296 Allston Street
Brighton, Massachusetts 02146
277-5750
Facility Type: Chronic Disease

SAINT MARGARET'S HOSPITAL FOR WOMEN
90 Cushing Avenue
Dorchester, Massachusetts 02125
436-8600
Facility Type: Maternity
(Spanish spoken)

UNITED STATES PUBLIC HEALTH SERVICE HOSPITAL
(Marine Hospital)
77 Warren Street
Brighton, Massachusetts 02135
782-3400
Facility Type: General Medical / Surgical

UNIVERSITY HOSPITAL, INC.
75 East Newton Street
Boston, Massachusetts 02118
247-5000
Facility Type: General Medical / Surgical

WASHINGTONIAN CENTER FOR ADDICTION
41 Morton Street
Jamaica Plain, Massachusetts 02130
522-7151
Facility Type: Narcotic addiction
(Chinese and Spanish spoken)

WEST ROXBURY VETERANS ADMINISTRATION HOSPITAL
1400 V.F.W. Parkway
Boston, Massachusetts 02132
323-7700
Facility Type: General Medical / Surgical

CITY OF BOSTON
DEPARTMENT OF HEALTH AND HOSPITALS

818 Harrison Avenue
Boston, Massachusetts 02118

ADMINISTRATION	424-5557
CHILD HYGIENE	424-5916
DENTAL HEALTH	424-4516
NURSING	424-5258
SICKLE CELL ANEMIA CENTER	424-5727
LEAD PAINT POISONING	424-5965
VISION SCREENING	424-5608
WELL CHILD CLINIC	424-4840

(Many languages spoken)

NEIGHBORHOOD HEALTH CENTERS

Neighborhood Health Centers offer many health services at little or no charge to community residents. Although the kinds of health services offered may vary from center to center, you can usually find help at the Neighborhood Health Centers. If the Neighborhood Health Center nearest you does not offer a service which you need, ask the health care workers to refer you to a center which does. The following services may be offered:

- Adult Medicine
- Alcoholism Counseling
- Dental Services
- Drug Addiction Counseling
- Eye Screening
- Family Planning/Birth Control
- Gynecology (Women's Medicine)
- Home Care
- Mental Health Counseling
- Nutrition
- Obstetrics (Care for Pregnant Women)
- Pediatrics (Care for children and Young Children)
- Podiatry (Foot Care)
- Social Services
- Speech and Hearing

NEIGHBORHOOD HEALTH CENTERS AND CLINICS

ALLSTON-BRIGHTON NEIGHBORHOOD COMMUNITY HEALTH CENTER
51 Stadium Way
Allston, Massachusetts 02134
783-0500
(Spanish spoken)

BOSTON EVENING CLINIC
314 Commonwealth Avenue
Boston, Massachusetts 02115
267-7171
(Spanish spoken)

BOWDOIN STREET HEALTH CENTER
222 Bowdoin Street
Dorchester, Massachusetts 02122
282-1100
(Spanish spoken)

BRIDGE OVER TROUBLED WATERS
23 Beacon Street
Boston, Massachusetts 02108
227-7114

BROOKSIDE PARK FAMILY LIFE CENTER
3297 Washington Street
Jamaica Plain, Massachusetts 02130
522-0700
(Spanish spoken)

BUNKER HILL HEALTH CENTER
73 High street
Charlestown, Massachusetts 02129
242-5700

CHARLES DREW FAMILY LIFE CENTER
632 Blue Hill Avenue
Dorchester, Massachusetts 02121
436-3000
(Spanish spoken)

COLUMBIA POINT HEALTH CENTER
300 Mt. Vernon Street
Dorchester, Massachusetts 02125
288-1140
(Spanish spoken)

DIMOCK COMMUNITY HEALTH CENTER
55 Dimock Street
Roxbury, Massachusetts 02119
442-8800
(Spanish spoken)

DORCHESTER NEIGHBORHOOD HEALTH CENTER
1353 Dorchester Avenue
Dorchester, Massachusetts 02122
288-3230
(Spanish spoken)

EAST BOSTON NEIGHBORHOOD HEALTH CENTER
79 Paris Street
East Boston, Massachusetts 02128
569-5800
(French, Italian, Portuguese and Spanish spoken)

FENWAY COMMUNITY HEALTH CENTER
16 Haviland Street
Boston, Massachusetts 02115
267-7573

GREATER ROSLINDALE HEALTH CENTER
6 Cummins Avenue
Roslindale, Massachusetts 02131
323-4440

HARVARD COMMUNITY HEALTH PLAN
690 Beacon Street
Boston, Massachusetts 02215
267-2130

HARVARD STREET HEALTH CENTER
895 Blue Hill Avenue
Mattapan Massachusetts 02124
825-3400
(French and Spanish spoken)

HEALTH, INC.
332 Longwood Avenue
Mission Hill, Massachusetts 02115
731-4505
(Spanish spoken)

HYDE PARK HEALTH UNIT
26 Central Avenue
Hyde Park, Massachusetts 02136
364-5558

LABOURE HEALTH CENTER
371 West Fourth Street
South Boston, Massachusetts 02127
269-9670

LITTLE HOUSE HEALTH CENTER
985 Dorchester Avenue
Dorchester, Massachusetts 02125
282-7056

MARTHA ELIOT HEALTH CENTER
33 Bickford Street
Jamaica Plain, Massachusetts 02130
522-5300
(Spanish spoken)

MATTAPAN COMMUNITY HEALTH CENTER
1295 Blue Hill Avenue
Mattapan, Massachusetts 02126
296-0061

MISSION HILL-PARKER HILL CENTER
Harvard Community Health Plan
1575 Tremont Street
Boston, Massachusetts 02120
261-3100
(Spanish spoken)

NEPONSET HEALTH CENTER
398 Neponset Avenue
Dorchester, Massachusetts 02122
282-3200

NORTH END COMMUNITY HEALTH CENTER
332 Hanover Street
North End, Massachusetts 02113
742-9570
(Italian spoken)

ROXBURY CHILDREN'S SERVICE, INC.
22 Elm Hill Avenue
Roxbury, Massachusetts 02121
445-6655

ROXBURY COMPREHENSIVE COMMUNITY HEALTH CENTER 1
435 Warren Street
Roxbury, Massachusetts 02119
442-7400
(Spanish spoken)

ROXBURY COMPREHENSIVE COMMUNITY HEALTH CENTER 2
109 Mt. Pleasant Avenue
Roxbury, Massachusetts 02119
442-7400
(Haitian French, Portuguese and Spanish spoken)

ROXBURY DENTAL AND MEDICAL GROUP
185 Dudley Street
Roxbury, Massachusetts 02119
442-6000
(Haitian French, Portuguese, and Spanish spoken)

SOUTH BOSTON COMMUNITY HEALTH CENTER
133 Dorchester Street
South Boston, Massachusetts 02127
269-7500

SOUTH COVE COMMUNITY HEALTH CENTER
885 Washington Street
Boston, Massachusetts 02111
482-7555
(Chinese spoken)

SOUTH END COMMUNITY HEALTH CENTER
400 Shawmut Avenue
Boston, Massachusetts 02118
266-6336
(Spanish spoken)

SOUTHERN JAMAICA PLAIN HEALTH CENTER
687 Centre Street
Jamaica Plain, Massachusetts 02130
522-5900
(Spanish spoken)

UPHAMS CORNER HEALTH CENTER
500 Columbia Road
Dorchester, Massachusetts 02122
287-8081
(Spanish spoken)

WHITTIER STREET NEIGHBORHOOD HEALTH CENTER
20 Whittier Street
Roxbury, Massachusetts 02120
427-1000
(French, Italian and Spanish spoken)

SPECIAL NEEDS GROUPS AND AGENCIES

ASSOCIATION FOR MENTALLY ILL CHILDREN (AMIC)
120 Boylston Street, Room 338
Boston, Massachusetts 02116
482-7362
People concerned with autistic and severely disturbed children. Spanish may be available.

BOSTON SELF-HELP CENTER
18 Williston Road
Brookline, Massachusetts 02146

CHILDREN IN HOSPITALS
31 Wilshire Park
Needham, Massachusetts 02192
482-2915
Parents and health care professionals concerned with the needs and rights of hospitalized children and adults.

CLOSER LOOK
P.O. Box 1492
Washington, D.C. 20013

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
1920 Association Drive
Reston, Virginia 22091
1-800-336-3728

EASTER SEAL SOCIETY
Statler Office Building - Room 934
20 Providence Street
Boston, Massachusetts 02116
482-3370

EPILEPSY SOCIETY OF MASSACHUSETTS
3 Arlington Street
Boston, Massachusetts 02116
267-4341
Spanish publications available.

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street - Suite 338
Boston, Massachusetts 02116
482-2915

GREATER BOSTON ASSOCIATION OF RETARDED CITIZENS (GBARC)
1249 Boylston Street
Boston, Massachusetts 02215
266-4520
Interpreter available.

MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (MACLD)
11 River Street
Wellesley, Massachusetts 02181
235-9370

MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS (MARC)
381 Elliot Street
Newton Upper Falls, Massachusetts 02164
965-5320

MASSACHUSETTS ASSOCIATION OF PARAPLEGIA FOUNDATION
369 Elliot Street
Newton Upper Falls, Massachusetts 02164
964-0521

MASSACHUSETTS CEREBRAL PALSY OF GREATER BOSTON
30 Wesley Street
Newton, Massachusetts 02158
969-3214

MASSACHUSETTS PARENTS ASSOCIATION FOR THE DEAF AND HARD OF HEARING
14 Trout Farm Road
Duxbury, Massachusetts 02332
1-585-9722

MASSACHUSETTS SPINA BIFIDA ASSOCIATION
11 Davis Avenue
Brookline, Massachusetts 02146
566-5998
People concerned with spina bifida, a birth defect involving incomplete spinal development.

MUSCULAR DYSTROPHY ASSOCIATION, INC.
391 Totten Pond Road
Waltham, Massachusetts 02154
890-0300
Spanish interpreter available.

NATIONAL SOCIETY FOR AUTISTIC CHILDREN
Eastern Massachusetts Chapter
16 Bluebird Road
Wellesly Hills, Massachusetts 02181
235-7754

PARENTS AND CHILDREN TOGETHER (PACT)
623 Randolph Avenue
Milton, Massachusetts 02185
696-6685
People concerned with children who have cardiac problems.

PARENTS & FRIENDS OF HANDICAPPED CHILDREN, INC.
120 Boylston Street, Room 338
Boston, Massachusetts 02116
482-2915
Parents of children with cerebral palsy and other handicaps

PARENTS OF DOWN'S SYNDROME CHILDREN
1507 Yates Street
Silver Spring, Maryland 20902

PRESCRIPTION PARENTS, INC.
95 Reservoir Road
Quincy, Massachusetts 02169
472-5480
Parents and professionals concerned with cleft-lip and cleft-palate impairments.

TUBEROUS SCLEROSIS ASSOCIATION OF AMERICA
Massachusetts Chapter
P.O. Box 44
Rockland, Massachusetts 02370
878-5528
People concerned with tuberous sclerosis, an infant/childhood neurological disorder characterized by skin lesions and seizures.

UNITED CEREBRAL PALSY ASSOCIATION OF THE METROPOLITAN AREA, INC.
358 Chestnut Hill Avenue
Brighton, Massachusetts 02135
232-9850

ADVOCACY GROUPS

CITY-WIDE EDUCATIONAL COALITION
52 Chauncy Street
Boston, Massachusetts 02111
542-2835

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
120 Boylston Street
Boston, Massachusetts 02116
482-2915
(Spanish spoken)

MASSACHUSETTS ADVOCACY CENTER
2 Park Square
Boston, Massachusetts 02108
357-8431
(Interpreters provided)

OFFICE FOR CHILDREN/HELP FOR CHILDREN
120 Boylston Street
Boston, Massachusetts 02116
727-6804
(Chinese and Spanish spoken)

PARENT COUNCILS
31 Milk Street
Boston, Massachusetts 02108
426-2450
(Chinese and Spanish spoken)

LEGAL AID SERVICE AGENCIES

BOSTON LEGAL AID SOCIETY
14 Somerset Street
Boston, Massachusetts 02108
227-0200
(Spanish spoken)

BOSTON LEGAL ASSISTANCE PROJECT
27 School Street
Boston, Massachusetts 02108
742-8930
(Chinese and Spanish spoken)

DEVELOPMENTAL DISABILITIES LAW CENTER
294 Washington Street
Boston, Massachusetts 02108
426-7020

GREATER BOSTON LEGAL SERVICES
85 Devonshire Street
Boston, Massachusetts
227-0200

HARVARD LEGAL AID BUREAU
1511 Massachusetts Avenue
Cambridge, Massachusetts 02138
495-4408
(Interpreters provided)

JUVENILE COURT ADVOCACY PROGRAM
1486 Dorchester Avenue
Dorchester, Massachusetts 02122
436-6292
(Spanish spoken)

LAWYERS COMMITTEE FOR CIVIL RIGHTS UNDER LAW
Boston Bar Association
294 Washington Street
Boston, Massachusetts 02108
482-1145

LEGAL SERVICES CORPORATION
2 Park Square - Suite 501
Boston, Massachusetts 02116
482-0890

MASSACHUSETTS ADVOCACY CENTER
2 Park Square
Boston, Massachusetts 02116
357-8431
(Interpreters provided)

MASSACHUSETTS BAR ASSOCIATION
1 Center Plaza
Government Center
Boston, Massachusetts 02108
523-4529
(Refers individuals to appropriate bilingual counsel)

MENTAL DISABILITIES LAW REFORM PROJECT
1 Center Plaza
Boston, Massachusetts 02108
523-4529

MASSACHUSETTS HEALTH LEGAL ADVISORS
294 Washington Street
Boston, Massachusetts 02108
723-2876

MASSACHUSETTS LAW REFORM INSTITUTE
2 Park Square
Boston, Massachusetts 02108
482-0890

MENTAL HEALTH LEGAL ADVISORS COMMITTEE
294 Washington Street
Boston, Massachusetts 02108
723-2876

PEOPLE'S TASK FORCE
259 Hyde Park Avenue
Hyde Park, Massachusetts 02136
364-9200

VOLUNTEER LAWYERS PROJECT
73 Tremont Street, Room 401
Boston, Massachusetts 02108
742-5823
(Refers individuals to appropriate bilingual counsel)

RECREATION

BIG BROTHER ASSOCIATION OF BOSTON
376 Boylston Street
Boston, Massachusetts 02116
426-1237
(French and Spanish spoken)

BIG SISTER ASSOCIATION OF GREATER BOSTON
73 Tremont Street
Boston, Massachusetts 02108
267-4406
(spanish spoken)

CHILDREN'S MUSEUM
66 Burroughs Street
Jamaica Plain, Massachusetts 02130
522-4800

COMMUNITY MUSIC CENTER OF BOSTON
48 Warren Street
Boston, Massachusetts 02116
482-7494
(music therapy)

COMMUNITY SCHOOL PROGRAM
73 Hemenway Street
Boston, Massachusetts 02115
266-9390
(After school programs providing recreational, cultural and educational activities.)

EASTER SEAL SOCIETY
934 Statler Office Building
20 Providence Street
Boston, Massachusetts 02116
482-3370

PROJECT ENTRY
Dorchester House
1353 Dorchester Avenue
Dorchester, Massachusetts 02122
288-3230
(Spanish spoken)

YOUTH ACTIVITIES COMMISSION
Youth Resource Centers
73 Hemenway Street
Boston, Massachusetts 02115
266-7600
(Most Resource Centers have bilingual staff)

YOUNG MEN'S CHRISTIAN ASSOCIATION
316 Huntington Avenue
Boston, Massachusetts 02115
536-7800
(Chinese and Spanish spoken)

YOUNG WOMEN'S CHRISTIAN ASSOCIATION
140 Clarendon Street
Boston, Massachusetts 02116
536-7940
(Spanish spoken)

CAMPING PROGRAMS

There are several camps that offer recreational and cultural activities for children with special needs. It is important to know that some camps specialize in working with children with special needs, and other camps run programs which integrate children with special needs with other children. When first contacting a camp, parents should ask if special needs scholarships are available.

Under certain conditions the Boston Public Schools may contract with 766 approved recreational/camping programs. These services must be written into the student's original Individual Educational Plan.

CITY-WIDE EDUCATIONAL COALITION **542-2835**
52 Chauncy Street
Boston, Massachusetts 02111

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS **482-2915**
120 Boylston Street - Suite 338
Boston, Massachusetts 02116
(Spanish interpreter sometimes available)

GREATER BOSTON ASSOCIATION
FOR RETARDED CHILDREN (GBARC) **266-4520**
42 The Fenway
Boston, Massachusetts 02115
(Interpreters provided)

NEW ENGLAND CAMPING ASSOCIATION **536-0225**
26 Commonwealth Avenue
Boston, Massachusetts

OFFICE FOR CHILDREN **727-8898**
120 Boylston Street - 3rd Floor
Boston, Massachusetts 02116

The ***Porter-Sargent Guide to Summer Camps and Summer Schools*** is available in the Reference section of most libraries. For more information, contact Porter Sargent Publishers, 11 Beacon Street, Boston, Massachusetts 02108 (523-1670).

For a listing of the 766 approved camping programs, contact the Division of Special Education of the Massachusetts Department of Education (727-5770).

YOUTH RESOURCE CENTERS

The **Youth Activities Commission** is Boston's major youth service agency. The Commission operates the eleven multi-service **Youth Resource Centers** which are listed below. The Youth Resource Centers' services include: career, family, and personnel counseling; crisis intervention; and recreational and educational programs. For more information, call the center in your neighborhood.

ALLSTON/BRIGHTON
311 Washington Street
Brighton, Massachusetts 02135
254-4021
(Spanish spoken)

CHARLESTOWN
259 Bunker Hill Street
Charlestown, Massachusetts 02129
241-8461

DORCHESTER
1444 Dorchester Avenue
Dorchester, Massachusetts 02122
288-8833
(Spanish spoken)

EAST BOSTON
264 Meridian Street
East Boston, Massachusetts 02128
569-6310
(Italian spoken)

HYDE PARK
Municipal Building
1179 River Street
Hyde Park, Massachusetts 02136
364-3260

JAMAICA PLAIN
20 South Street
Jamaica Plain, Massachusetts 02130
524-7000

MATTAPAN
471 & 473 River Street
Mattapan, Massachusetts 02126
296-0075

ROSLINDALE
4208 Washington Street
Roslindale, Massachusetts 02131
325-0122

ROXBURY
70 Warren Street
Roxbury, Massachusetts 02119
442-9500
(Spanish spoken)

SOUTH BOSTON
1663 Columbia Road
South Boston, Massachusetts 02127
268-5521

SOUTH END
412 Tremont Street,
Boston, Massachusetts 02116
426-3365
(Spanish spoken)

SUPPLEMENTARY SECURITY INCOME (S.S.I.)

FOR CHILDREN AND ADULTS

The **Supplementary Security Income Program (S.S.I.)** provides a minimum amount of money for the handicapped, and elderly persons over the age of 65. Money for this purpose comes from the general fund of the United States Treasury. The program makes monthly cash payments to people who do not meet the standard of living as set by the Federal Government. Severely handicapped persons, **including children**, may be able to receive these funds.

A handicapped child may be eligible to receive money from the disability part of the Supplementary Security Income Program. If the child is under 18 years of age (or under 22 years, if in school), part of the parent's assets and income are considered to be the child's. After allowances for work, living expenses, and for other children living in the home are subtracted, a formula is used to decide if the child meets a minimum level of income and assets. A child cannot receive both A.F.D.C. and S.S.I. money. A child may, however, receive both S.S.I. and Medicaid assistance.

If it appears that a student involved in the 766 Evaluation Process may be able to receive these forms of assistance, the local **Social Security Office** should be called. It is helpful for parents to have the following information on hand:

1. **Social Security number**
2. **Birth Certificate** (or other proof of age)
3. **Medical records or other information about the disability;** names and addresses of doctors, hospitals, and clinics that have provided treatment; also, the names and addresses of social workers, school principals, and institution superintendents.
4. **Information about the person's assets** such as bank books, payroll slips, or tax returns.

For more information about eligibility and application procedures for S.S.I. and Medicaid, contact:

SOCIAL SECURITY AND MEDICAID INFORMATION LINE	**423-3700**
OFFICE FOR CHILDREN / HELP FOR CHILDREN	**727-8898**

STATE AGENCIES SERVING CHILDREN WITH SPECIAL NEEDS

DEPARTMENT OF YOUTH SERVICES

The Massachusetts Department of Youth Services (DYS) is the state agency responsible for the supervision, care and treatment of youthful offenders between the ages of 11 and 17. Seven regional offices located across the State are responsible for youth placement, liaison with juvenile courts, and the development of community-based preventive and rehabilitative programs. The Department of Youth Services provides a variety of services including: detention, group care, foster care support services and intensive care and supervision. A youth remains under the supervision of the Department until finally discharged from placement.

DEPARTMENT OF YOUTH SERVICES — **727-7940**
CENTRAL OFFICE
294 Washington Street
Boston, Massachusetts 02108

REGION IX OFFICE (BOSTON) — **727-9405**
150 Causeway Street
Boston, Massachusetts 02114

MASSACHUSETTS REHABILITATION COMMISSION

The Massachusetts Rehabilitation Commission is a state agency which provides vocational rehabilitation services to persons having physical or mental disabilities who need these services to secure or retain employment. The Commission provides direct services such as short-term diagnosis, counseling and guidance, and can also arrange vocational training and medical services.

To be eligible to receive services from the Commission, a person must be a resident of Massachusetts, be 15 years or older, and have a physical or mental disability

MASSACHUSETTS REHABILITATION COMMISSION — **727-2183**
Statler Office Building
20 Providence Street
Boston, Massachusetts 02116

REGIONAL OFFICE (BOSTON) — **426-5835**
80 Boylston Street
Boston, Massachusetts 02116

DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health (DPH) is a state agency that is responsible for providing a variety of services and programs related to children's health. The Department's **Division of Family Health Services** operates a number of facilities for handicapped youth ranging from intensive pediatric nursing homes to out-patient clinics for youth who require on-going therapy. Other major services provided by the Department of Public Health include:

- physical examinations and immunization programs for school children
- care of premature infants
- testing, treatment and preventive programs related to: hearing, sickle cell anemia, lead poisoning, genetic diseases, communicable diseases, venereal diseases and alcoholism.
- regulation issuance

DEPARTMENT OF PUBLIC HEALTH **727-2698**
600 Washington Street
Boston, Massachusetts 02111

FAMILY HEALTH SERVICE **727-6971**
39 Boylston Street
Boston, Massachusetts 02116

Birth Defects	**727-8196**
Epilepsy	**727-5822**
Family Planning	**727-6941**
Handicapped Children	**727-6941**
School Health	**727-6941**
Vision and Hearing	**727-8510**

DEPARTMENT OF MENTAL HEALTH

The Department of Mental Health (DMH) is a state agency that is responsible for the operation of schools for the mentally retarded and the state's mental hospitals. The Department provides mental health care through community mental health centers (in-patient and out-patient services), mental health clinics, and guidance clinics (generally out-patient services only). The Department's **Division of Drug Rehabilitation (DDR)** is responsible for providing services and programs for drug dependent persons.

Individuals may be eligible for treatment in a DMH facility through court or state agency referral or through voluntary application for admission. While being treated in a DMH facility, individuals may be eligible to receive instruction, education, and work experience

MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH **727-5656**
CENTRAL OFFICE
160 North Washington Street
Boston, Massachusetts 02114

ERICH LINDEMANN MENTAL HEALTH CENTER **727-5795**
REGION VI OFFICE
Government Center Plaza
Boston, Massachusetts 02108

OFFICE FOR CHILDREN

The **Office for Children** was created in 1972 as a response to the need for a coordinated system of services for all children up to the age of 16, or up to the age of 18 if they have special needs. The Office for Children has two components: **Councils for Children** and **Help for Children.**

The Councils for Children are area councils made up of professionals, parents, and young people who work together to improve the children's services in their areas. The local Councils monitor existing services, draft legislation, testify before legislative committees, review the budgets of all state agencies providing services for children, and work to inform the public of legislative bills affecting children's issues.

Help for Children is a statewide information and referral program designed to advocate for children in need of services, and to help these children and their parents "get through the system" of service delivery. Help for Children provides information about where to go for services, referral to an appropriate agency, and follow-up to ensure that the service provided was satisfactory. Help for Children works with problems concerning 766 procedures and state agencies such as the Department of Public Welfare (DPW), the Department of Mental Health (DMH), the Department of Education, the Department of Public Health (DPH), and the Department of Youth Services (DYS).

For more information, contact the **Council** or **Help for Children Advocate** in your area.

REGION VI OFFICE **727-8898**
120 Boylston Street
Boston, Massachusetts 02116
(Bilingual referrrals are available)

AREA	COUNCIL FOR CHILDREN	HELP FOR CHILDREN
Hyde Park **Mattapan** **Roslindale** **West Roxbury**	**Boston Southern District** 592 Hyde Park Avenue Roslindale, MA 02113	**323-0955**
Back Bay **Roxbury** **South End**	**Inner City** 682 Tremont Street Boston, MA 02116	**262-2540**
Beacon Hill **Charlestown** **East Boston** **North End**	**Capitol** 35 Saratoga Street East Boston, MA 02128	**567-6583**
Chelsea **Revere** **Winthrop**	**Chelsea, Revere, Winthrop** 35 Saratoga Street East Boston, MA 02128	**567-6583**
Allston **Brighton** **Brookline** **Fenway** **Jamaica Plain** **Mission Hill**	**Bos-Line Council** 824 Huntington Avenue Boston, MA 02115	**738-4518**
Chinatown **Columbia Point** **Dorchester** **South Boston**	**Bayside** 990 Dorchester Avenue Dorchester, MA 02125	**288-6600**

DEPARTMENT OF PUBLIC WELFARE

The **Department of Public Welfare** has a large number of programs which provide social services, medical coverage, financial assistance, and food stamps to people in need. People are considered to be *in need* when their salary, income and other financial resources are limited. Eligibility standards are set by the Department of Public Welfare. To find out if you are eligible to apply for assistance, call your local **Welfare Service Office.**

GENERAL OFFICE
600 Washington Street
Boston, Massachusetts 02111

Telephone Information	727-6000
Information and Referral	727-7537
Complaints	727-7539
Family Planning	727-8083
Mental Health Services	272-8084
Portuguese and Spanish Program	727-8570
Child Support	727-9820
Food Stamps	727-6123
Dental Services and Providers	727-8014
Ambulatory Programs	727-8016

WELFARE SERVICE OFFICES

ADAMS STREET
1231 Adams Street
Dorchester, Massachusetts 02124
296-6600
(Spanish spoken)

CHURCH STREET
20 Church Street
Boston, Massachusetts 02116
542-4850

COLUMBIA POINT
320 Mt. Vernon Street
Dorchester, Massachusetts 02125
288-0400

D STREET
198 D Street
South Boston, Massachusetts 02127
268-8740

DIMOCK STREET
55 Dimock Street
Roxbury, Massachusetts 02119
445-5485

EAST BOSTON
154 Maverick Street
East Boston, Massachusetts 02128
567-6140
(Italian and Spanish spoken)

GROVE HALL
515 Blue Hill Avenue
Roxbury, Massachusetts 02121
442-1811
(Spanish spoken)

HANCOCK STREET
170 Hancock Street
Dorchester, Massachusetts 02125
288-3340
(Spanish spoken)

JAMAICA PLAIN
123 Morton Street
Jamaica Plain, Massachusetts 02130
524-1428

ROSLINDALE
26 Cummins Highway
Roslindale, Massachusetts 02131
325-4100

ROXBURY CROSSING
1491 Tremont Street
Boston, Massachusetts 02120
442-4800

406 SOUTH HUNTINGTON AVENUE
Jamaica Plain, Massachusetts 02130
522-2010
(Spanish spoken)

MASSACHUSETTS COMMISSION FOR THE BLIND

The **Massachusetts Commission for the Blind** provides financial and medical assistance to persons who qualify under the aid to the blind category of Supplementary Security Income (S.S.I.). The Commission also provides specialized social and rehabilitative services to blind persons including: home teaching to newly blinded adults, services to children, vocational rehabilitation, mobility training, talking books and other specialized equipment.

MASSACHUSETTS COMMISSION FOR THE BLIND **727-5550**
110 Tremont Street
Boston, Massachusetts 02108

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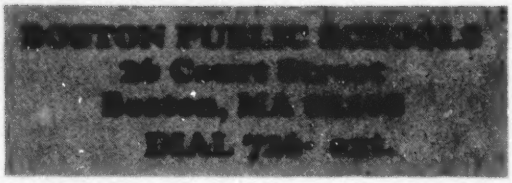


FLOOR 1

Computer Room ..... -6603
Custodian ..... -6578
Executive Conference Room..... -6531
Key Punch Room ..... -6604
Mail Room..... -6630
Security Guard ..... -6436
Switchboard 0

FLOOR 2

Planning & Engineering ..... -6400/1

FLOOR 3

ESAA ..... -6525/6/7
Funding/Grants..... -6270/1
Compliance/Contracts ..... -6270/1
Grants Administration..... -6258/9
Title I Programs ..... -6238/9

FLOOR 4

Board of Examiners..... -6390/1
Collective Bargaining .....-6394/5/6
Personnel Policy.....-6394/5/6
Labor Relations..... -6433
Personnel (Teacher) .....-6394/5/6
Teacher Placement ..... -6380
Transitional Aides..... -6477/8

FLOOR 5

Community & Public Affairs ..... -6265/6
Planning and Policy..... -6542
Superintendent's Office .....-6364/5/6

FLOOR 6

Adult Education ..... -6485/6
Apprenticeship & Journeyman/
Nurse Program ..... -6453/4
Business/Distributive Education ..... -6466/7
Career Education ..... -6346
ESAA - Community and
Student Affairs..... -6308/9
Home Economics ..... -6451/2
Industrial Arts ..... -6457
Pupil Adjustment Counseling ..... -6201
Guidance..... -6201
Health Services ..... -6210/11
Psychological Services ..... -6566/7/8
Special Education Appeals 742-8906
Youth Employment Training Program -6475

FLOOR 7

Deputy Superintendent for
Academic Operations ..... -6522/3

Special Education Programs are listed
on the facing page

FLOOR 8

Library ..... -6449
Bilingual Education ..... -6296
Curriculum and Competency ..... -6278
Fine Arts ..... -6313
Instruction Office ..... -6449
Kindergarten ..... -6447
Legal Department..... -6370
Lau Unit..... -6300
Physical Education..... -6487
Music ..... -6284
Reading ..... -6446
Title IVB - Library..... -6449
Title VII - Bilingual..... -6323

FLOOR 9

Implementation Office..... -6437
Executive Director ..... -6372/3
Data Processing .....-6600/1/2
External Liaison Unit..... -6594/5
Management Information Services ... -6468
Record Management Unit ..... -6600/1
School Information Center .....-6555/6/7
Student & Personnel Unit ..... -6460/1
Minority Recruitment..... -6592
Transportation & Facilities Unit ..... -6314/5

FLOOR 10

Deputy Superintendent for
Management Operations ..... -6341/2
Business Manager's Office ..... -6324/5
- Accounting..... -6327/8
- Auditing..... -6336/7
- Cashier ..... -6335
- Payroll ..... -6329/30
- Purchasing ..... -6332/3

Chapter 636 ..... -6496
Chief Plant Engineer ..... -6440/1
Food Services ..... -6254/5

FLOOR 11

School Committee
- David I. Finnegan ..... -6218
- John J. McDonough ..... -6222
- John D. O'Bryant ..... -6301
- Kathleen Sullivan-Alioto..... -6219
- Paul R. Tierney ..... -6225

Secretary's Office
- Edward J. Winter ..... -6229
- Civil Service ..... -6233
- Temporary Personnel ..... -6233
- Lunch Monitors..... -6476
- Building Permits ..... -6234

Liaison to School Committee ..... -6232
Budget Management ..... -6517
Home & School Association ..... -6472
Inter-Governmental Affairs ..... -6518
Student Advisory Council ..... -6443

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES
TELEPHONE DIRECTORY

ADMINISTRATION

SENIOR ADVISOR	Kenneth G. Caldwell	726-6274/275
ADMINISTRATIVE ASSISTANT	Mary Condon	726-6274/275
FEDERAL PROJECTS MANAGER	Sidney Holloway	726-6512
BILINGUAL SPECIAL EDUCATION	David Noriega	726-6512

SUPPORT SERVICES

GUIDANCE (SCHOOL SOCIAL SERVICES)*	John Diggins	726-6201/202
PUPIL ADJUSTMENT COUNSELING*	John Diggins	726-6209/210
ATTENDANCE UNIT	Charles Parlon	726-6532
SCHOOL PSYCHOLOGICAL SERVICES	Dr. Etta Anderson	726-6565
HEALTH SERVICES*	Dr. Audrey Fisher	726-6615
766 EVALUATION TEAM UNIT	Ruth Connaughton	726-6619/620
766 CENTRAL REVIEW STAFF	Patricia Crowley	726-6621
SPECIAL EDUCATION APPEALS	Marion Ego	742-8906

MAINSTREAMING PROGRAMS

DIRECTOR	Dr. Sue Tenorio	726-6515
INTERLEVEL AND ITINERANT PROGRAMS	Dr. Ernest McNeill	726-6293/262
INTERIM SERVICES	Elliot Feldman	726-6293/262
PREVOCATIONAL AND VOCATIONAL PROGRAMS	Frank Buckley/Tom Hehir	726-6262/263
YOUTH ENTITLEMENT SERVICES (YES)	Richard Colvario	288-0663
EARLY CHILDHOOD PROGRAM	Margaret Fraher	726-6262
VISION RESOURCES SERVICES PROGRAM	Mary Keefe	327-4129
SPEECH AND LANGUAGE PROGRAM	Pauline Ehrlich	726-6597
HOME AND HOSPITAL PROGRAM	Anarita Murtaugh	726-6292
ADAPTED PHYSICAL EDUCATION	Frank Buckley	726-6262
RESOURCE ROOM PROGRAMS	Patricia Walsh	726-6581/589
• RESOURCE ROOM LIAISON TEACHERS		726-6581/589
CHILD SERVICE DEMONSTRATION RESOURCE CENTER	Anne Connolly	288-6868
COMPENSATORY SERVICES	Richard Kalp	726-6581
SPECIAL NEEDS CONNECTIONS PROJECT	Paul Celuzza & Shelley Clayton	726-6512

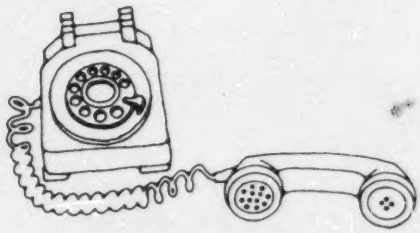
SPECIAL SCHOOLS AND PROGRAMS

DIRECTOR	Joyce O'Connor	726-6213
SPECIAL SCHOOLS AND PROGRAMS	Gloria Smith	726-6510
OFFSITE PROGRAMS	Rita Rinella	726-6539
PROGRAMS FOR THE HEARING IMPAIRED	Patrice DiNatale	787-5313
DEVELOPMENTAL DAY CARE PROGRAM	Roger Mazur	267-6881
LEARNING/ADAPTIVE BEHAVIOR (L/AB) PROGRAM	Mary Nash	726-6277
LEARNING DISABILITIES PROGRAM	Mary D. Daniels	726-6347
PROGRAM FOR THE PHYSICALLY IMPAIRED	Rita Rinella	726-6539
VOCATIONAL PROGRAM FOR PHYSICALLY IMPAIRED	Rita Rinella	726-6539
EDUCATIONAL AND SOCIAL DEVELOPMENT PROGRAM	Rita Rinella	726-6539
PROGRAM FOR THE MULTI-HANDICAPPED	Rita Rinella	726-6539
SUPPORTIVE ACADEMIC REMEDIATION PROGRAM	Gloria Smith	726-6510
• LIAISON TEACHERS		726-6347/539
PREVOCATIONAL DAY SCHOOL	John Brown-Verre	536-4476
OCCUPATIONAL SKILL DEVELOPMENT CENTERS	Mark Dorfman	361-7060
CONTRACTED EDUCATIONAL SERVICES	Dr. Robert McLaughlin	726-6563
• PLACEMENT SPECIALIST	Thomas Kerrissey	726-6215
• PLACEMENT SPECIALIST	Marcia Soden	726-6617
• PLACEMENT SPECIALIST	Ronda Goodale	726-6618
• CONTRACTS/BILLING	Cheryl Dever	726-6563
SPECIAL NEEDS TRANSPORTATION	Irene Cooper	726-6215

SEPTEMBER 1979

CONNECTIONS

A DIRECTORY OF SERVICES
FOR CHILDREN WITH SPECIAL NEEDS
IN THE BOSTON PUBLIC SCHOOLS



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